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ABSTRACT

Fellowships awarded under the Library Career Training Program (Title II-B of the Higher Education Act of 1965), were studied to determine the impact of the program on the library and information science profession, as well as to identify the accomplishments of past recipients. Most recipients entered the program during 1965-1970, a period of full-funding. Information was obtained on: the professional positions held for all the doctoral and post-master's recipients and 10 percent of the master's recipients; recipients' contributions to the profession; and the effect of changes in the program in 1971. Attention was directed to the recipients' employers, employment status, employment level, publishing productivity, and honors/recognition. A strong record of achievement, particularly among doctoral recipients, was found along with entry into the profession of a substantial number of minority group librarians. Among doctoral and post-master's recipients, about one-third were employed in library schools, slightly under two-thirds in libraries, and the remaining in other information-related organizations. Included are an annotated bibliography of about 45 publications; statistical findings; and a list of the publications to which recipients contributed, with author and citation frequencies. (SW)

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HISTORICAL SURVEY OF HIGHER EDUCATION ACT

TITLE II-B FELLOWSHIPS:

1965 - 1982

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Prepared for:
U.S. Department of Education

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EXECUTIVE SUMMARY

This study is a descriptive survey of fellowships awarded under the Library Career Training Program (Title IIB of the Higher Education Act of 1965, as amended) covering the years 1965-1982. It was undertaken for the purpose of determining what impact the program had on the library and information science profession, and to identify the accomplishments of past recipients. To this end the study provides:

1. Information concerning the professional positions currently held for 100% of the doctoral and post-master's recipients as identified, and 10% of the master's recipients as identified.
2. A statistical record of recipients' contributions to the profession including offices and chairs held in professional associations, honors received, books and articles authored since entry into the program.
3. Statistical analysis of the above data.
4. An annotated bibliography of relevant professional literature.

The study was limited to data gathered from available Department of Education records, and from selected search tools.

Attention was given to minority recipients in the context of the redirection of the program in the early 1970's to meet the need to recruit minorities to the profession, to facilitate upward

mobility of women and minorities, and to enhance service to the underserved . Grant funds were not sufficient to extend the study beyond a search of selected biographical sources. These sources yielded very little data regarding master's recipients and little regarding minorities specifically. It is recommended that an extensive search using other methods (e.g. questionnaires, interviews, etc.) be conducted.

The study revealed a strong record of achievement particularly among doctoral recipients, male and female, and at the least, entry into the profession of a substantial number of minority librarians. Based on aggregate numerical data from the Department of Education it was clear that this record of achievement was shared by all population groups. The investigators regret having been unable to identify minority awardees specifically. This would certainly strengthen the argument for full funding as the optimum means for achieving the dual goals (achievement and an enhanced professional role for the underrepresented). Of a total of approximately 25 million dollars expended during the period, 1965-1982, almost twice as much money (about 60%) was appropriated in the first six years as in the following eleven years (about 40%). The very real contributions to library and information science education and to the profession made possible by a federal program such as this have therefore only partially been realized. It is necessary for attention to be paid to both sides of the equation: support for educational development in library and information science, and support for the training of professional librarians.

PREFACE

This study could not have been completed without the cooperation of a group of people who gave their expertise and time so generously. The investigators wish to express their gratitude to Frank Stevens, Yvonne Carter, Jan Owens, and all of the staff of the Library Education, Research and Resources Branch of the U.S. Department of Education; to Rev. John E. Colman, Director of Government Grants and Research at St. John's University; to Mrs. Josephine Carson of the staff of the Division of Library and Information Science at St. John's University; to Graduate Assistants Mary Cannon, Lisa Landolfi and Jeralyn McCarthy, as well as to Graduate Assistants Lore Harding, Chris Karatnytsky and Deirdre Marks.

Whatever success was achieved in fulfilling the goals of this study is due in large measure to the energies and efforts of this exceptional group.

Mildred Lowe, Principal Investigator
Philip Clark, Coinvestigator
Abdul Huq, Coinvestigator

INTRODUCTION; BACKGROUND.

Library science evolved early in the 20th century as an academic discipline in institutions of higher education. It took its place among other newly established social science programs dedicated to research and development of new knowledge, and therefore rightfully located in colleges and universities. That evolution included its eventual move into graduate education. It was recognized that library science depended for quality and sophistication of information service on a broad base of undergraduate education.

Library science education was unique, however, in that it needed to respond to a two-fold problem: its own role in the growing complications of information handling, and at the same time the dramatic growth in the quantity of information stemming from the aforementioned disciplines, to say nothing of increasing numbers of real and potential users.

Among the new discipline's midwives was the Williamson Report to the Carnegie Corporation[1] published in 1923. The Report and discussions and circumstances surrounding it addressed a similarly two-fold problem: the insufficiency of the numbers of library personnel in the face of the growth of demand for library services, and the inadequacy of the preparation for the profession.

Williamson and other investigators noted the inadequacy of financial support as a significant factor in the poor quality of

professional programs and personnel. The Carnegie Corporation of New York responded with its Ten Year Program in Library Service in 1926[2] which shifted support from library buildings to library education through grants of over four million dollars to library schools and the American Library Association. Charles Churchwell in his The Shaping of American Library Education[3] discusses the impact of this unprecedented funding on the raising of educational standards, the beginnings of doctoral education in library science, and the growing numbers of library schools. He states that "in 1925 the New York Public and New York State Library Schools were two of the best schools in existence. But even they were plagued by a lack of financial support..."[4] He goes on to state that the provisions "marked the beginning of a new and experimental era in library education."[5]

Four decades later it was clear that funding and quality had failed to keep pace with continuing needs. In Manpower for Library Services prepared by Eli Ginzberg and Carol Brown in 1967[6] the inadequacy of preparation is described: "(Library schools) offering ... degrees at the graduate level ... are not properly staffed. They do not have enough competent staff or other resources essential for a strong graduate program."[7] The authors also refer to the need for adequate financial support if graduate education is to succeed: "A great many universities which have graduate programs leading to a master's degree and a doctorate have been unwilling to appropriate the sums ... required to fashion an instructional program of quality. Moreover ... there were very few scholarships and fellowships for

graduate work in library services ..."[8] The authors also note the continuing difficulties of establishing "unequivocal and clear-cut distinctions between undergraduate and graduate programs ... establishing graduate instruction as the norm", "the weakness of programs offering the doctorate", and the "shortages of faculty in library science".[9]

In the view of the investigators the Higher Education Act of 1965 and specifically its Title IIB must take a place as a landmark in the continuum of library education evolution. It established the role of the federal government in the financing of higher education parallel to that played by private foundations like the Carnegie Corporation, and addressed the duality described above. The law reads: "An Act, to strengthen the educational resources of our colleges and universities (investigators' note: including faculty as a resource) and to provide financial assistance for students in postsecondary and higher education."[10] The latter would be instrumental in increasing the flow of qualified librarians into the information marketplace.

The following excerpt from a House of Representatives Report related to Title IIB clearly highlights both sides of the issue:

> Additional pressures for librarians continue to mount as the population grows and the need for library services continues to expand. Without an adequate corps of trained personnel, the Nations's libraries and information centers which serve the educational, scientific and intellectual communities, cannot select, acquire, classify, retrieve, and

disseminate the vast amount of information now available in books, journals, monographs, studies, and periodicals. With only 3,000 new professionals graduating annually from library schools, the need for an estimated 125,000 additional librarians to simply meet minimum staffing standards for the expanding school system in this Nation is overwhelming.

The very schools that are attempting to meet the need of trained librarians suffer the most as the number of full-time faculty members available for library and information science is the smallest of any of the disciplines. There are only 190 full-time faculty members to staff all of the accredited library schools, an average of less than 6 per school.[11]

Indeed during the early years of the administration of the Title IIB Fellowships priority was given to "individuals intending to become instructors for schools of library and information science."[12]

But the funding available was adequate enough so that both the need for potential faculty (doctorates) and for library personnel (master's degree students) were met as is shown by the numbers in both categories which were awarded during the period 1966-1969: over 500 doctoral awards and more than 1200 master's degree awards.

Following the initial period, the program emphases shifted gradually to recognition of life-long learning, and to the underrepresentation of minorities, among professional staff and among those being served. These are reflected in the various

amendments and regulations issued over the period 1965-1982.[13,14] Senate Report 95-1119 of 1978 mentions community needs as projected by the Bureau of Labor Statistics through 1985 for "minority librarians, bilingual librarians, media-audiovisual specialists, automation specialists." A specific shift of priorities to support for minority students took place in 1971 and continues today. It is clear from the regulations published in the Federal Register stressing among the criteria for the selection of grantees that institutions must provide for the underrepresented and underserved groups.

The Code of Federal Regulations, 1983, Title 34[15] Section 776.4 defines underrepresented groups:

> "Underrepresented groups" means groups of persons who have been traditionally underrepresented either at the highest levels or at other levels of the library and information science profession. Depending upon the level, these groups include racial and ethnic minorities, economically disadvantaged persons, handicapped persons, and women.

and underserved groups:

> "Underserved groups" means groups of persons who have been traditionally underserved by the library and information science profession, such as racial and ethnic minorities, economically disadvantaged persons, handicapped persons, and rural populations.

Section 776.11 lists among the program objectives the training or retraining of personnel to serve the interests of traditionally underserved groups, and increased opportunities for

members of underrepresented groups to obtain training in librarianship.

Coincidental with the shift to concern for the career needs of minority members of the population were the shrinking of federal dollars for the program from a high of more than five million dollars in 1968 to the lows of 1980 (667,000), and 1981 (667,000) and 1982 (639,050). This probably precipitated a shift away from doctoral awards to master's degree awards. A Department of Education Fact Sheet of 1980 lists the order of priority to be followed with master's degree awards first and doctoral degree awards as fourth among five. This would have to follow the limits of fewer dollars for the total program. During the period 1980-1983, 243 Master's awards were made as compared with 51 doctoral and 16 Post-Master's awards.

A search of the related literature showed almost no studies of financial support for library education, to say nothing of Title II-B. Where the literature covers the Higher Education Act, Title II-B, for the most part these have been periodic reports. There has been no effort to date to place Title IIB in proper perspective in the evolution of library education and the library profession. It was felt necessary, therefore, to review the impact of the legislation over the past twenty years both as to how well it satisfied the original legislative intent to support and improve graduate programs and to effect change in number and kind among library personnel.

If indeed we continue to uphold the principle of library and information science as a graduate discipline, and if the new needs of 1980 and beyond are perceived as equally urgent to those of the 1960's (education for new technology and better prepared personnel), then this study may point the way to new legislation.

NOTES

[1]Charles C. Williamson, Training for Library Service. A report for the Carnegie Corporation of New York, Boston, Merrymount Press, 1923.

[2]Charles D. Churchwell, The Shaping of American Library Education. Chicago, ALA, 1975, p.57.

[3]Ibid., chapters 1 - 5.

[4]Ibid., p. 58.

[5]Ibid., p. 65.

[6]Eli Ginzberg and Carol A. Brown, Manpower for Library Services NY, Columbia University, 1967. (ERIC DOC. ED 023 408).

[7]Ibid., p. 27

[8]Ibid., p. 29

[9]Ibid., p. 57

[10]PL 89329, Higher Edcation Act of 1965; November 8, 1965; 79 Stat. 1219.

[11]U.S. Congress. House. Committee on Education and Labor. Report to accompany H. R. 9567 (Higher Education Act of 1965), H. Rept. 89-621, July 14, 1965.

[12] Notes and Working Papers Concerning the Administration of Programs authorized under PL 89-329, the Higher Education Act of 1965. Committee Print prepared for the Subcommittee on Education of the Committee on Labor & Public Welfare, United States Senate. 1967.

[13] 34 CFR 776.11, 776.4 (1982, 1983, editions)
Pub. L. 92-318, Education Amendments, 1972, 86 Stat. 235
Pub. L. 94-482, Education Amendments, 1976 90 Stat. 2081.
Pub. L. 96-374, Education Amendments, 1980, 94 Stat. 1367
etc.

[14] U. S. Senate. Committee on Appropriations, Report to accompany H. R. 12929 (for Title IIB), S. Rpt. 1119, August 16, 1978.

[15] 34 CFR 776.4 (1983 edition).

THE STUDY

The purpose of this procurement was (1.) to ascertain the accomplishments of past recipients of fellowships awarded under the Library Career Training Program (Title IIB of the Higher Education Act of 1965, as amended), and, (2.) to determine what impact the program has had on the profession. The objectives to carry out the purposes of the procurement were (1) to identify through Department of Education sources the past recipients, (2) to determine what contributions to the library and information science profession and to society they have made, (3) to determine effects of the change in program direction in 1971, and (4) to compile an annotated bibliography of relevant professional literature.

The fellowship program was first enacted in 1965 to alleviate the critical shortage of professionally trained librarians, and the serious shortage of graduate library school faculty. Fellowships were awarded at all levels of higher education, including masters, post-master's and doctoral levels, with the bulk of awards made within the first six years of the law's enactment. Coincidental with diminishing appropriations was the redirection of available funds towards the recruitment of minorities and towards specialized training.

A. TITLE II-B RECIPIENTS

Recipients at the master's, post-master's and doctoral levels

were identified by the investigators from the records of the Library Education, Research and Resources Branch of the U.S. Department of Education. Identified were 357 doctoral, 66 post-master's, and 1557 master's recipients. Available records were incomplete and it is estimated that there were approximately 2500 master's recipients. Also note that doctoral awards made to the same person over several years affects the numbers.

Table 1 (Note: All tables are attached at the end of this section of the report.) Shows the total number of identified doctorals, post-master's, and master's recipients by school.

B. DEVELOPMENT OF THE STUDY GROUP

For purposes of analysis 100% of the identified doctoral and post-master's recipients were examined, and a systematic sample of the remaining master's degree recipients. Data regarding minority recipients was insufficient for analysis. These data are therefore not recorded in the tables, but may be assumed as part of the aggregate.

Appendix A. is the Rationale and Procedures for the Sample Selection of HEA Title II-B Master's Recipients.

Table 2 shows the number of sample units of master's recipients for each school in the study.

C. COLLECTION OF DATA

The following information was collected for all identified doctoral recipients, all identified post-master's recipients, and the 10% sample of the identified master's recipients:

DATA	SOURCE
School	Department of Education records
Years of the award	" " "
Level of education (doctoral, post-master's master's)	" " "
Name of recipient	" " "
Current affiliation (name of employer)	Who's Who in Library and Information Science
Current state (location of employer)	" " "
Position held	" " "
	ALA Membership Directory,
	ASIS ,
Honors (number of mentions)	Who's Who in Lib. & Info. Sci.
Publications (numbers of:	Library Literature,
a. books authored	Who's Who in Lib. & Info. Sci.
b. books edited	
c. books contributed to	
d. articles	

Appendix B. is a sample of the data record that was developed.

D. QUANTITATIVE ANALYSIS

INTRODUCTION

The following analyses and attending tables refer to the recipients actually identified in available records. Doctoral awardees tended to receive funds over a period of several years. Therefore the numbers of doctoral students examined in this study do not coincide with the numbers of awards, as indicated in Appendix E, HEA Title II-B Library Career Training Program Funding History.

The numbers of minority recipients specifically identified in federal records were too small for separate significant analysis. It should be remembered, however, that minority presence within the larger study groups gives them a share of the general analyses and conclusions.

The study group included 100% of the identified doctoral and post-master's recipients and 10% of the identified master's recipients.

Year Program Entered:

Table 3 shows the distribution of study group recipients by the year in which they entered their program. The percentage distribution portion of the table indicates several trends. First, 83% of all the doctoral recipients in the study group entered the program in the years 1968 through 1970. Similarly, nearly 88% of all the study group post-masters recipients entered their program in the same three years.

It is obvious that the II-B fellowship program shifted its emphasis shortly thereafter with fewer grants being made to

recipients and the bulk of these in masters level programs. Department of Education information indicates that the bulk of minority representation was in fiscal years 1973 through 1977 ranging as follows:

71%, 78%, 70%, 80% and 71%

Also 66% of all doctoral fellowships awarded from fiscal years 1978 through 1982 went to minorities.

Employment Status:

The data for Tables 1 through 3 are relatively complete and come from internal files held by the contracting agency. The remaining data items were obtained from the other sources mentioned above such as Who's Who in Library and Information Science, association handbooks, and Library Literature.

Table 4 indicates the percentage of success the study team had in determining basic information about the study group recipients from these sources. A most basic piece of information concerns where a person is employed and the person's employment position. Among the study's doctoral recipients the success rate was fairly high (70.5%) but for study group masters recipients it was very low (7.2%). Employment data was available for about half (45.5%) of the identified post-masters recipients.

The basic difficulty in obtaining such information is that Who's Who in Library and Information Science was the primary source of information. This is naturally biased toward those with higher levels of education and attainment. Thus those with only master's training would not be expected to be included.

Location of Employment:

Table 5 details the state in which the employer of the study group recipients is located. California, Illinois and New York are the most heavily represented as would be expected given their large populations.

Employment Position Level:

From the variety of position titles listed in the sources, the study team categorized these titles into three levels by three different employment environments. The three levels are basically (a) top administration, (b) middle management or senior faculty, and (c) non-administrative or junior faculty. The three employment environments are: (a) library schools, (b) libraries of all types, and (c) private businesses or atypical library situations.

Table 6 indicates the distribution of positions for study group recipients of different fellowship programs. Because of the low levels of success in determining positions for masters recipients, the data is not complete enough to make any statements about that group.

Among doctoral recipients, 31% were employed by library schools, 57% by libraries, and 12% by other organizations. Roughly a similar pattern was found among post-masters recipients where 37% were employed by library schools, 60% by libraries, and 3% by other organizations.

Level of Attainment:

By level of attainment we mean the degree to which the recipients are at the higher levels of their respective employment environment. Table 7 makes such an assessment for the three employment environments.

In Table 7 we can see that nearly 30% of the study group doctoral recipients who are employed by library schools occupy positions of major administrative importance. That is, they are Deans, Directors or Associate Deans or Directors. 49% of doctoral recipients are senior faculty at the Professor or Associate Professor level and 22% are junior faculty (Assistant Professors, Instructors).

Table 7 also indicates that among doctoral recipients who are employed in library environments, a higher proportion (35%) are at the top level than are recipients who work in library schools or other agencies. It should be noted that the relatively large number of individuals who occupy "staff" positions in businesses and private organizations (37.9%) may be a manifestation of the study team's coding instructions. In this environment, titles were relatively abstruse and it was difficult to apply the coding criteria.

Publishing Productivity:

In the academic world, at least, publishing productivity is a major indicator of success. In measuring the fellowship recipient's production of publications, the study team obtained listings from both Who's Who in Library and Information Science and Library Literature. In particular, the use of Library

Literatures allowed the study team to examine scholarly output that was not tied to a self-response publication such as Who's Who in Library and Information Science. The names of the recipients were searched in Library Lit and a listing made by individuals of each journal or publisher that published their work.

Table 8 gives a basic description of the publishing productivity of the recipients. As best as could be determined, there are four major categories of publishing productivity: Books Authored, Books Edited, Book Contributions (Chapters written, etc.), and Articles Published. As would be expected, Articles Published is the most numerous category followed by Books Authored.

Of greatest interest are the listings of Publication Sources found in Appendix C and Appendix D. In Appendix C, the Publication Sources are ranked by the most numerous citations to these publications. For example, 41 different recipients contributed 71 articles to Library Journal in the years studied.

The publications or publishers that received the ten largest number of contributions by fellowship recipients are:

Publication Source	Authors	Citations
Library Journal	42	71
Journal of Education for Librarianship	45	65
Library Quarterly	41	62
ALA Publications	37	59
Journal of the American Society for Information Science	25	50
American Libraries	32	48
Scarecrow Press	35	47
College and Research Libraries	31	41
Wilson Library Bulletin	28	41
Bowker	18	41

All in all, 300 different publication sources were identified for the output of fellowship recipients. As should be expected, over half of these publications were by a single individual in a single source. But it should be noted that three of the first five ranked publication sources (Journal of Education for Librarianship, Library Quarterly, and the Journal of the American Society for Information Science) are, comparatively speaking, considered to be refereed journals.

Lastly, of the fellowship recipients identified, 144 could not be linked with a publication through the sources used by the study team.

Appendix D lists the publication sources alphabetically by source.

Professional Recognition:

An analysis similar to "publication productivity" was made of offices and chairs held in associations and honors received for the recipients. If an individual was listed as having held an office or as the chair of a committee in an association, these instances were counted. All such instances listed in Who's Who were counted but only the offices or chairs held in 1982 were counted for ASIS and ALA. (It was assumed that the Who's Who in Library and Information Science listing would include the prior listings for these organizations and thus the 1982 information from ASIS and ALA was to update this information in Who's Who in Library and Information Science.)

The Honors Granted information is from Who's Who in Library and Information Science.

Approximately 30% to 35% of the study group doctoral recipients have attained a high level of professional involvement/recognition within associations (see Table 9). The much lower involvement of the masters recipients is due in part to our reliance on Who's Who in Library and Information Science as a source of information.

The investigators recommend a detailed study by other means (e.g. questionnaire) which would yield information concerning master's degree recipients professional involvement. Salaries and positions at this level may dictate local and regional involvement, while precluding national involvement. These activities may very well go unreported in other than local professional media. An additional critera at this level which could be considered evidence at least of professional responsibility might be participation in professional development/continuing education activities.

DATA ANALYSIS SUMMARY

The distribution of awards to recipients at all levels (doctoral, post-master's, and master's) was highest during the opening years of the enactment of the Higher Educational Act of 1965: 1968, 1969, and 1970. As might have been expected the most populous states received the largest numbers of awards (New York, California, Illinois).

Basic among the criteria which measure achievement and impact on the profession are the positions held by recipients and

the levels of responsibilities within those positions. The search sources yielded the largest amount of data for doctoral and post-master's recipients. Within this group roughly one-third were found to be employed in library schools, slightly under two-thirds in libraries, and the remaining in other information related organizations.

Among the doctoral recipients almost 75% held positions at or above the middle management level (defined variously for the three information related environments). Among the post-master's recipients the figure was higher, 83%. Within library schools 78% of doctoral recipients held positions as senior faculty or higher, with almost 30% in the category of Deans or Directors.

In libraries almost the same proportions held true among doctoral recipients: 73% in middle management or above, with 35% at top level as Directors.

Data about publishing productivity indicated that the highest numbers of recipients publishing were among the doctoral group with the greatest number in this group having published at least one article (66%), followed by 30% who published at least one book. Post-master's fellows published in similar ratios, with 40% having published at least one article, and 14% at least one book. Finally, roughly one-third of the doctoral recipients received professional recognition through offices and chairs held, and through additional honors. The investigators caution that these results are based largely on Who's Who in Library and Information Science which tends to list those with higher educational credentials.

CONCLUSIONS

This study was initiated in order to determine what, if any, impact on the library and information science profession has been made by the implementation of the Higher Education Act, 1965, Title II-B, over an extended period. It is clear from the analyses of the data gathered by the investigators that indeed there has been an impact and that it has been considerable. If one adds to these measures of achievement (publications, professional positions, organizational leadership) simply the recruitment into the profession of numbers of trained librarians and among them representatives of underrepresented minority population groups, then the impact is more dramatic still. Appendix E gives sufficient cumulative information to bear this out.

The focus of the study, however, was on the measure of specific achievement, made possible by the age and maturity of the Library Career Training Program. It was the conviction of the investigators that significant evidence of leadership and accomplishment would prove that the original intent of the HEA Title II-B legislation, to alleviate shortages of librarians and graduate library faculty, has been surpassed. It would prove that the effectiveness of Title II-B is manifest not only in quantity but also in quality.

The priority set by the original Act for doctoral recipients, giving preference to those who intended to teach in library schools, resulted in one-third doing exactly that. Further investigation may show that this number adequately satisfied the growing need for new faculty in the late 1960's, and

explain the remaining two-thirds of the doctoral recipients who found positions in libraries and other organizations. Once placed, 3/4ths of this total reached positions at middle or upper administrative levels.

Almost one half of the study group doctoral recipients are senior faculty, and fully one third are Deans, Directors, or Associate Deans and Directors. This group had achieved similar occupational success in other library agencies. The post-master's recipients in the study group showed roughly parallel achievement.

Recipients showed similar achievement in the area of publishing and professional recognition. Publishing data did not include reviews or reports and position papers, etc. of the kind issued by associational committees and therefore often not listed in Library Literature. If they had, this could probably have altered the data upwards.

It is significant that among the five most often cited journals in which recipients published, three may be described as refereed journals. Nevertheless further study might reveal unpublished sources such as working papers, in-house reports, bibliographies, annuals, which could enhance evidence of recipients' achievements.

Professional recognition and honors patterns were roughly similar to those of publications, in that the highest percentages were noted for doctoral recipients, followed by post-master's, and then master's recipients. This may coincide with the difference in the number of years since entering the profession.

Nonetheless, the fact of 30% mention for doctoral recipients is significant; here, too, it is possible that local recognition, if such information were available, would enhance the figures. Much of such data never appears in the sources used by the investigators.

What then, can one say of the role of federal funding in relation to the aforementioned accomplishments? Large numbers of the doctoral and post-master's recipients who are prominent among the high achievers entered programs in the period of full funding, 1965-1970. Large numbers of master's recipients entered at about the same time. More recent recipients would in all likelihood not begin to appear in key positions or to publish until additional time passes. Reduced funding logically reduces the pool of potential talent especially in an environment of shrinking graduate study enrollments. Therefore, a continuation of the record of accomplishment and of minority recruitment most problably could not be realized unless accompanied by continued funding. Full funding would be the optimal condition, based on the record established by recipients in the early years of Title II-B, and on the influx of minorities to the profession especially after 1970 (The redirection of the program in the early 1970's towards minority recruitment coincided with counterproductive shrinking of funds.)

A direct result of reduced funding is also reduced recruitment for potential faculty (from among doctoral recipients).

This raises the question of continued support for quality library education. This also raises the question of the

forthcoming need to replace the 1966-1970 doctoral recipients who will be close to retirement in a few years.

Again, judging from the data, the investigators conclude that the greatest positive impact takes place at levels of full funding, with equal attention to doctoral, post-master's, and master's needs. Without full funding there is some small success in minority recruitment, and in recruitment for entry-level professional librarians, but even for this aspect of the program to be best realized there needs to be adequate financial support for the full spectrum of needs, and a balaced set of priorities. Anything less only partialy fulfills HEA Title II-B's purposes and potential. The total here is greater than the sum of the parts.

TABLE 1:
DISTRIBUTION OF IDENTIFIED RECIPIENTS BY SCHOOL -- FROM RECORDS

School	Doctoral	Post-Masters	Masters
Alabama A & M			6
Appalachia State, N.C.			7
Atlanta Univ			25
Ball State			5
Case Western	28		7
Catholic U.			30
Columbia	37	13	42
Drexel			34
East Tenn. State			2
Florida State	15		38
George Peabody		1	32
Georgia Inst. of Tech.			6
Immaculate Heart			10
Indiana State			7
Indiana University	34		29
Kansas State Teachers			32
Kent State			33
LIU, C.W.Post			8
La. State			37
N.C.Central			10
Northern Ill.			13
North Texas State			16
Ohio State Univ.	4		3
Pratt			24
Purdue			3
Queens College			20
Rosary College			27
Rutgers Univ.	25		48
St. John's Univ.			5
San Jose State			4
Simmons			52

TABLE 1 (CONT'D), PAGE 2

SUNY Albany			70
SUNY Buffalo	1		19
SUNY Geneseo			9
Syracuse	2		33
Texas Womens			24
Univ. of Arizona			8
Univ. of Arkansas			2
Univ of Calif., Berkeley	31		35
UCLA		6	36
Univ. of Chicago	35	8	18
Univ. of Denver		4	41
Univ of Hawaii			40
Univ. of Ill.	23		47
Univ. of Iowa			10
Univ. of Kentucky			31
Univ. of Maryland	2	1	49
Univ. of Michigan	35		81
Univ. of Minnesota	11	2	22
Univ. of Missouri			13
UNC, Chapel Hill	1	2	29
UNC, Greensboro			11
Univ. of Oklahoma	5		34
Univ. of Oregon			21
Univ. of Pittsburgh	20	3	34
Univ. of S. Carolina			3
USC	19		29
Univ. of S. Dakota			4
Univ. of S. Miss.			2
Univ. of Tenn.		5	8
Univ. of Texas, Austin	7		43
Univ. of Toledo			10
Univ. of Washington	5		33
Univ. of Wisc., Madison	17	14	36
Univ. of Wisc., Milwalkee			10
Univ. of Wisc., Oskosh			7
Wayne State		5	10
Western Michigan		5	30
Total	357	69	1,557

TABLE 2:
DISTRIBUTION OF SAMPLE OF MASTER'S RECIPIENTS

School	# Master's	# Sample
Alabama A & M	6	1
Appalachia State, N.C.	7	1
Atlanta Univ	25	3
Ball State	5	1
Case Western	7	1
Catholic U.	30	3
Columbia	42	4
Drexel	34	3
East Tenn. State	2	1
Florida State	38	4
George Peabody	32	3
Georgia Inst. of Tech.	6	1
Immaculate Heart	10	1
Indiana State	7	1
Indiana University	29	3
Kansas State Teachers	32	3
Kent State	33	3
LIU, C.W.Post	8	1
La. State	37	4
N.C.Central	10	1
Northern Ill.	13	1
North Texas State	16	2
Ohio State Univ.	3	1
Pratt	24	2
Purdue	3	1
Queens College	20	2
Rosary College	27	3
Rutgers Univ.	48	5
St. John's Univ.	5	1
San Jose State	4	1
Simmons	52	5

TABLE 2 (CONT'D), PAGE 2

SUNY Albany	70	7
SUNY Buffalo	19	2
SUNY Geneseo	9	1
Syracuse	33	3
Texas Womens	24	2
Univ. of Arizona	8	1
Univ. of Arkansas	2	1
Univ of Calif., Berkeley	35	4
UCLA	36	4
Univ. of Chicago	18	2
Univ. of Denver	41	4
Univ of Hawaii	40	4
Univ. of Ill.	47	5
Univ. of Iowa	10	1
Univ. of Kentucky	31	3
Univ. of Maryland	49	5
Univ. of Michigan	81	8
Univ. of Minnesota	22	2
Univ. of Missouri	13	1
UNC, Chapel Hill	29	3
UNC, Greensboro	11	1
Univ. of Oklahoma	34	3
Univ. of Oregon	21	2
Univ. of Pittsburgh	34	3
Univ. of S. Carolina	3	1
USC	29	3
Univ. of S. Dakota	4	1
Univ. of S. Miss.	2	1
Univ. of Tenn.	8	1
Univ. of Texas, Austin	43	4
Univ. of Toledo	10	1
Univ. of Washington	33	3
Univ. of Wisc., Madison	36	4
Univ. of Wisc., Milwalkee	10	1
Univ. of Wisc., Oskosh	7	1
Wayne State	10	1
Western Michigan	30	3
Total	1,557	164

TABLE 3:
STUDY GROUP BY YEAR THE PROGRAM WAS ENTERED

Year Entered Program	Doctoral (100%)	Post Masters (100%)	Masters (100%)	Total
1967			3	3
1968	156	21	45	222
1969	90	22	40	152
1970	48	15	18	81
1971	17		2	19
1972	4		2	6
1973	20		20	40
1974	3		22	25
1975	7	3	9	19
1976			2	2
1977			4	4
1978	5	3	33	41
1979	1	2	30	33
1980			14	14
1981	1		11	12
1982				
	352	66	255	673
Percentage Distribution by Year				
1967	.0%	.0%	1.2%	.4%
1968	44.3%	31.8%	17.6%	33.0%
1969	25.6%	33.3%	15.7%	22.6%
1970	13.6%	22.7%	7.1%	12.0%
1971	4.8%	.0%	.8%	2.8%
1972	1.1%	.0%	.8%	.9%
1973	5.6%	.0%	7.8%	5.9%
1974	.9%	.0%	8.6%	3.7%
1975	2.0%	4.5%	3.5%	2.8%
1976	.0%	.0%	.8%	.3%
1977	.0%	.0%	1.6%	.6%
1978	1.4%	4.5%	12.9%	6.1%
1979	.3%	3.0%	11.8%	4.9%
1980	.0%	.0%	5.5%	2.1%
1981	.3%	.0%	4.3%	1.8%
1982	.0%	.0%	.0%	.0%

TABLE 4:
SUCCESS RATE IN DETERMINING CURRENT POSITION

Position	Total	Doctoral (100%)	Post Masters (100%)	Masters (10%)
Position Known (N)	298	249	30	19
Position Known (%)	42.0%	70.5%	45.5%	7.2%
Position Not Known (N)	385	104	36	245
Position Not Known (%)	58.0%	29.5%	54.5%	92.8%
Total Study Group (N)	683	353	66	264
Total Study Group (%)	100.0%	100.0%	100.0%	100.0%

TABLE 5:
STUDY GROUP BY STATE LOCATION OF CURRENT POSITION

State	Doctoral	Post Masters	Masters
Alaska	1		
Alabama	5	3	
Arkansas	2		
Arizona	5	1	
California	24	4	
Colorado	1	2	
Connecticut	5		1
DC (Wash.)	8		
Florida	9	1	1
Georgia	5	1	1
Iowa	3		
Idaho	1		
Illinois	22	4	1
Indiana	7	1	1
Kansas	4		
Kentucky	1		
Louisiana	3		1
Massachusetts	6		1
Maryland	4	2	
Michigan	10	1	1
Minnesota	5	1	
Missouri	3	1	1
Mississippi	3		1
North Carolina	5		1
New Hampshire	1		
New Jersey	7	1	
New Mexico	1		
Nevada	1		
New York	24	2	
Ohio	4		3
Oklahoma	2	1	
Pennsylvania	9	2	1
Puerto Rico	3		
Rhode Island	3		
South Carolina	5		
South Dakota	1		
Tennessee	11		2
Texas	15	1	2
Utah	3		
Virginia	4		
Washington	7		
Wisconsin	3	1	
N/A	3		
TOTAL	249	30	19

TABLE 6: FELLOWSHIP PROGRAM BY CURRENT POSITION

Position	Total	Doctoral	Post Masters	Masters
Library School				
Deans, Directors	27	23	4	0
Senior Faculty	43	38	5	0
Junior Faculty	19	17	2	0
Libraries				
Directors	64	50	10	4
Senior Faculty, Division Heads	66	54	6	6
Staff Librarians	47	38	2	7
Businesses, Private Organizations				
Director, Owner, President	8	8	0	0
Division Head	10	10	0	0
Staff	14	11	1	2
Total	298	249	30	19
Percentage Distribution by Position				
Library School				
Deans, Directors	9.1%	9.2%	13.3%	.0%
Senior Faculty	14.4%	15.3%	16.7%	.0%
Junior Faculty	6.4%	6.8%	6.7%	.0%
Libraries				
Directors	21.5%	20.1%	33.3%	21.1%
Senior Faculty, Division Heads	22.1%	21.7%	20.0%	31.6%
Staff Librarians	15.8%	15.3%	6.7%	36.8%
Businesses, Private Organizations				
Director, Owner, President	2.7%	3.2%	.0%	.0%
Division Head	3.4%	4.0%	.0%	.0%
Staff	4.7%	4.4%	3.3%	10.5%
	100.0%	100.0%	100.0%	100.0%

TABLE 7: DOCTORAL FELLOWS' ATTAINMENT

Position	Doctoral	%
Library School		
Deans, Directors	23	29.5%
Senior Faculty	38	48.7%
Junior Faculty	17	21.8%
Sum	78	100.0%
Libraries		
Directors	50	35.2%
Senior Faculty, Division Heads	54	38.0%
Staff Librarians	38	26.8%
Sum	142	100.0%
Businesses, Private Organizations		
Director, Owner, President	8	27.6%
Division Head	10	34.5%
Staff	11	37.9%
Sum	29	100.0%
Position Not Known	108	29.5%
Position Known	249	70.5%
Total	353	

TABLE 8: PUBLISHING PRODUCTIVITY BY FELLOWSHIP PROGRAM

Publishing Productivity	Doctoral	Post Masters	Masters
Books Authored			
None	250	57	262
One or More	107	9	2
Total Books	188	13	2
Ratio: Books to Authors	1.76	1.44	1.00
Percent Fellows Published	30.0%	13.6%	.8%
Books Edited			
None	316	62	260
One or More	41	4	4
Total Books Edited	67	8	10
Ratio: Books to Authors	1.63	2.00	2.50
Percent Fellows Published	11.5%	6.1%	1.5%
Book Contributions (Chapters, etc.)			
None	336	62	264
One or More	21	4	0
Total Books	33	5	0
Ratio: Books to Authors	1.57	1.25	.00
Percent Fellows Published	5.9%	6.1%	.0%
Articles Published			
None	121	40	239
One or More	236	26	25
Total Articles	1259	118	85
Ratio: Articles to Authors	5.33	4.54	3.40
Percent Fellows Published	66.1%	39.4%	9.5%

TABLE 9: PROFESSIONAL RECOGNITION BY FELLOWSHIP PROGRAM

Offices or Chairs Held	Doctoral	Post Masters	Masters
Who's Who:			
None	241	58	261
One or More	116	8	3
Total Mentions	277	18	8
Ratio: Mentions to Fellows	2.39	2.25	2.67
Percent Fellows Mentioned	32.5%	12.1%	1.1%
ASIS:			
None	357	66	262
One or More	0	0	2
Total Mentions	0	0	2
Ratio: Mentions to Fellows	.00	.00	1.00
Percent Fellows Mentioned	.0%	.0%	.8%
ALA:			
None	333	65	264
One or More	24	1	0
Total Mentions	39	1	0
Ratio: Mentions to Fellows	1.63	1.00	.00
Percent Fellows Mentioned	6.7%	1.5%	.0%
Honors Granted:			
None	249	56	257
One or More	108	10	7
Total Mentions	193	24	10
Ratio: Mentions to Fellows	1.79	2.40	1.43
Percent Fellows Mentioned	30.3%	15.2%	2.7%

APPENDIX A.

RATIONALE AND PROCEDURES FOR SAMPLE SELECTION OF HEA TITLE II-B MASTERS' RECIPIENTS

This sampling plan concerns only the HEA Title II-B recipients who were admitted to Master's degree programs for the years 1965 through 1982. All Post-Master and Doctoral degree recipients for those years have been selected for analysis of their professional contributions.

The sample size has been previously agreed to as 10 percent of the Master degree recipients. This document specifies the procedures that were taken to choose the specific individuals who made up the sample.

RATIONALE

In order to assure that all schools which received fellowships during the years from 1965 through 1982 were represented in the sample, the plan specified a stratification of the total population by school. This assured that at least one individual was chosen from each school.

Random selection was made from all recipients within each school. The number of names to be selected from each school was 10 percent of all the identified recipients. All recipients were assigned a number and a random number table was used to determine which recipients were to be selected for further analysis.

This procedure assured that selection was random but still provided for inclusion of recipients from each school.

LIMITATIONS

A worksheet was prepared giving the following information: (a) Year; (b) School; (c) School Identification Number; (d) Number of Masters Recipients for that year; and (e) the Names of the Recipients (when available).

The following instructions were given to technical assistants:

1. Group together all the worksheets for a given school starting with the earliest year and ending with the most recent year.

2. Sequentially number (beginning with 1) each recipient from that school from the beginning to the end.

3. Count the total number of recipients from that school.

4. Multiply the total count by 0.10. Round this number to the nearest whole number. This is the sample size for that school. (If a school has a sample size of 0 after making this calculation, set the sample size to one (10 nonetheless.)

5. Use the Random Number Table to select the number of sample cases that equals the sample size. These random numbers must be within the bounds of 1 and the total count you determined in (3) above.

6. Locate the individuals having the identification numbers you selected from the random number table.

7. Collect the required information on those individuals.

This procedure was followed for each school. If there were no individuals listed for a given year, that year was not used.

APPENDIX B

SAMPLE CODING SHEET

HEA TITLE II B SURVEY

School: _____ Yrs: _____

Doc._____ Masters_____ Age:_____

NAME: Last:_____ Init:_____

First:_____

Current Affiliation: _____

Current State: _____

Position: _____

Organizations: WWLIS _____

ASIS _____

ALA _____

Honors: (WWLIS) _____

Publications:

Books			Thesis	Articles
Auth.	Ed.	Contrib.		

COMMENTS - QUESTIONS

APPENDIX C.

Publication Sources	Authors	Citations	Rank
Lib J	42	71	1
J Educ Libnship	45	65	2
Lib Q	41	62	3
ALA	37	59	4
J ASIS	25	50	5
Am Lib	32	48	6
Scarecrow	35	47	7
Coll & Res Lib	31	41	8
Wils Lib Bull	28	41	9
Bowker	18	41	10
Lib Trends	27	39	11
RQ	27	34	12
J Lib Hist	16	28	13
Lib Resources & Tech Serv	20	27	14
Sp Lib	19	27	15
Wisc Lib Bull	10	27	16
Libs Unlim	17	22	17
Cath Lib World	19	21	18
Sch Lib J	15	21	19
ALA Yrbk	10	19	20
Drexel Lib Q	14	18	21
Ill Lib	12	18	22
Inf Processes & Mgmt	11	17	23
Knowledge Ind Pubs	10	17	24
Greenwood Press	12	15	25
Acad Press	11	15	26
ASIS	10	15	27
Gov't Pub R	9	15	28
Calif Lib	11	14	29
Sch Media Q	11	14	30
Pub Lib	9	14	31
Top News	7	13	32
Lib Assn Rec	3	13	33
SE Lib	11	12	34
Tenn Libn	7	12	35
Med Lib Assn Bull	6	12	36
ASIS Bull	7	11	37
J Lib Automation	7	11	38
Shoe String	9	10	39
Libri	8	10	40
J Acad Libnship	9	9	41
Lib Scene	6	9	42
PNLA Q	5	9	43
Sch Lib	5	9	44
U of Ill Grad Sch Lib Sci	5	9	45
Can Lib J	8	8	46
Lib Res	5	8	47
U Ill Occas Pap	5	8	48
ERIC	7	7	49
Tex Lib J	6	7	50
Okla Libn	5	7	51
Knowledge Ind Pubs for ASIS	4	7	52
Gale Res	1	7	53

Pentsch Pub	1	7	54
Oryx Press	6	6	55
Ark Lib	5	6	56
Dekker	5	6	57
Hoosier Sch Lib	5	6	58
J Doc	5	6	59
NYLA Bull	5	6	60
Sch Lib Media Q	5	6	61
Columbia U Sch of Lib Serv	5	5	62
Focus	5	5	63
Saul Verlag	5	5	64
Unabashed Libn	5	5	65
Collection Building	4	5	66
Idaho Lib	4	5	67
Inf: Rept & Bibliog	4	5	68
Mich Libn	4	5	69
MLA Bull	4	5	70
AB Bookman's W	3	5	71
La Lib Assn Bull	3	5	72
IFLA J	2	5	73
Lib W	1	5	74
Collection Mgmt	4	4	75
Int Lib R	4	4	76
Am Archivist	3	4	77
Am Doc	3	4	78
Inf: Pt 2	3	4	79
Leads	3	4	80
Calif Sch Lib	2	4	81
Headway Pub	2	4	82
Info Stor Retr	2	4	83
Advances in Lib	1	4	84
Aust Lib J	1	4	85
ALA Bull	3	3	86
Bkmark	3	3	87
Colo Lib	3	3	88
Haworth Press	3	3	89
Horn Bk	3	3	90
Ind Media J	3	3	91
Indexer	3	3	92
Lib Occurrent	3	3	93
Ohio Lib Assn Bull	3	3	94
Penn Lib Assn Bul	3	3	95
Previews	3	3	96
Show Me Lib	3	3	97
U of Tex, Austin	3	3	98
Choice	2	3	99
Lib Cong Inf Bull	2	3	100
MLA Q	2	3	101
S C Libn	2	3	102
Serials Libr	2	3	103
Unesco Bull Lib	2	3	104
Fla Lib	1	3	105
Mountain Plains Lib Q	1	3	106
Music Lib Assoc Notes	1	3	107
New Lib W	1	3	108

Wayne St U, Div of L S	1	3	109
Ala Libn	2	2	110
Armadillo Press	2	2	111
ASLA Pres Newsl	2	2	112
Bull Doc Bibliog	2	2	113
Carlisle Bks	2	2	114
Colorado Acad Lib	2	2	115
Columbia Lib Columns	2	2	116
Herald Lib Sci	2	2	117
J Lib Info Sci	2	2	118
Kenneth Mason Pub	2	2	119
Language Arts	2	2	120
Lib Acqisitions R	2	2	121
Lib Acquisitions	2	2	122
Microcard Ed	2	2	123
Microform R	2	2	124
Minn Lib	2	2	125
NC Lib	2	2	126
Neal-Schuman Pub	2	2	127
News Notes Calif Lib	2	2	128
Org of Amer States, Gen Secretariat	2	2	129
PLA Newsl	2	2	130
Pub Lib Q	2	2	131
Sightlines	2	2	132
U of Chicago Press	2	2	133
U of Pitts Grad Sch Lib Inf Sci	2	2	134
Utah Lib	2	2	135
Aust Acad & Res Lib	1	2	136
AV Instructn	1	2	137
IFLA	1	2	138
Inf Handling Serv	1	2	139
N C Lib	1	2	140
R Escola Biblio	1	2	141
Sourdough	1	2	142
AB Bookman's Yrbk	1	1	143
Administrative Sci Q	1	1	144
ALA Adult Servs Div Newsletter	1	1	145
ALA Ed Div Newsl	1	1	146
ALA Intel Freed Newsl	1	1	147
Americas	1	1	148
Archon Bks	1	1	149
Ariz Libn	1	1	150
ASLIB for FID	1	1	151
Aslib Proc	1	1	152
Assoc for Asian Std Newsl	1	1	153
Assoc of Coll & Res Lib	1	1	154
Audiovisual Instr	1	1	155
B.M. Rosenthal	1	1	156
Bay St Libn	1	1	157
Behavioral & Soc Sci Libn	1	1	158
Bibl und Bibliog	1	1	159
Bibliofilia	1	1	160
Bibliog Doc Terminology	1	1	161
Biblioteksbladet	1	1	162
Biblos	1	1	163

Bingley, C	1	1	164
Bkbird	1	1	165
Bklegger	1	1	166
Bklist	1	1	167
Bklist--Cookbook	1	1	168
Buch Und Bibl	1	1	169
Butterworths	1	1	170
Can J Info Sci	1	1	171
Catalogue & Index	1	1	172
Chhood Ed	1	1	173
Chicago U, Grad Lib Sch	1	1	174
Coll of Charleston Lib Asso	1	1	175
Community & Jr Coll J	1	1	176
Dakota Lib Bull	1	1	177
Database	1	1	178
Dept of Libnship, Western Mich U	1	1	179
Deutsch	1	1	180
Discussion	1	1	181
Educ Digest	1	1	182
Education	1	1	183
Emergency Libn	1	1	184
Film Lib Q	1	1	185
Fla Med Q	1	1	186
Fla St U Pr	1	1	187
Fontes Artis Musical	1	1	188
Foreign Acquistn Newsl	1	1	189
Forest Press	1	1	190
Ga Libn	1	1	191
Gaylord Profes Pub	1	1	192
Hartford Hosp Bul	1	1	193
Harvard Lib J	1	1	194
Hawaii Lib Assoc J	1	1	195
Health & Rehab Lib Serv	1	1	196
IAALD Q Bull	1	1	197
Ill Newsletter	1	1	198
Ill U Urbana, Grad Sch Lib Sci	1	1	199
Improving Inst	1	1	200
Ind St U, Dept of LS	1	1	201
Inf Mgr	1	1	202
Inf Processing Manual	1	1	203
Info Hotline	1	1	204
Info Tech & Lib	1	1	205
Inst of Gov't Studies, U of CA	1	1	206
Inst of Lib Res, U of CA	1	1	207
Int Cataloguing	1	1	208
Intell Freedom Newsl	1	1	209
Interface	1	1	210
J Lib and Info Sci	1	1	211
J of Assoc for Computing Machinery	1	1	212
J of Communication	1	1	213
J of Crime & Delinquency	1	1	214
J of the Ill Assoc for Ed Comm & Te	1	1	215
Jamaica Lib Assoc Bull	1	1	216
JOLA Tech Comm	1	1	217
Kansas Lib Bull	1	1	218

Ky Lib Assoc Bull	1	1	219
LA	1	1	220
La State U Press	1	1	221
LACUNY	1	1	222
LARC Rept	1	1	223
Law Lib J	1	1	224
Learning Today	1	1	225
Liason	1	1	226
Lib	1	1	227
Lib (London)	1	1	228
Lib Admin & Mgmt Assoc	1	1	229
Lib Assoc of Austr	1	1	230
Lib Automation	1	1	231
Lib Cong Q J	1	1	232
Lib News Bull	1	1	233
Lib Sch, U of Wisc	1	1	234
Lib Security Newsl	1	1	235
Lib Tech Rept	1	1	236
Liberal Educ	1	1	237
Linnet Bks	1	1	238
LJ/SLJ Previews	1	1	239
Longman's Ltd	1	1	240
Maryland U Sch of Lib Sci	1	1	241
Med Spectrum	1	1	242
Miss Lib	1	1	243
Miss Lib News Q	1	1	244
Montana Lib	1	1	245
Montol News - Star World	1	1	246
MPLA Newsl	1	1	247
N Mex Lib	1	1	248
Nat'l Assoc of 2ndary Sch Principal	1	1	249
Nat'l Lib of Med News	1	1	250
Newsl Intel Freedom	1	1	251
NJ Lib	1	1	252
NM Lib Bull	1	1	253
Northwestern Univ Lib	1	1	254
Ohio U Press	1	1	255
Online	1	1	256
Online R	1	1	257
Ont Lib R	1	1	258
Pan Am Union	1	1	259
Parents Magazine	1	1	260
Phaedrus	1	1	261
Popular Music Perios Index	1	1	262
Prairie Schooner	1	1	263
Princeton U Lib Chron	1	1	264
Proc Tex Lib Assoc	1	1	265
Program	1	1	266
Publishing Hist	1	1	267
Qly Newsletter, Book Club of CA	1	1	268
Rayline Printing Co	1	1	269
Ref Serv R	1	1	270
Restaurator	1	1	271
Rockefeller Foundation	1	1	272
SALALM Secretariat, U of Mass Lib	1	1	273

Schol & Educ	1	1	274
Scott Pub	1	1	275
Seminar Press	1	1	276
Serials R	1	1	277
SLA	1	1	278
Soc Stu of Sci	1	1	279
Southeastern Libn	1	1	280
Sp Lib Assoc	1	1	281
State of LA,Pub Docs	1	1	282
Stone Hills Area Lib Serv Auth	1	1	283
System Development Corp	1	1	284
The Hague, Int Fed for Doc	1	1	285
U Cambridge Computer Lab	1	1	286
U Microfilms Intern'l	1	1	287
U of Wash, Sch of Libnship	1	1	288
U of Wisc	1	1	289
U of Wisc Lib Sch	1	1	290
Unesco J Info Sci	1	1	291
Univ de Puerto Rico	1	1	292
US Ed Office	1	1	293
Verlog dok Pub	1	1	294
Vocational Guidance Manuals	1	1	295
Water Resources Bull	1	1	296
Western Mich U Sch of Libnship	1	1	297
Wilson, H.W.	1	1	298
Wisc Lib Assoc	1	1	299
York U, Centre for Cont Ed	1	1	300
NONE			301

Publication Sources	Authors	Citations	Rank
AB Bookman's W	3	5	71
AB Bookman's Yrbk	1	1	143
Acad Press	11	15	26
Administrative Sci Q	1	1	144
Advances in Lib	1	4	84
ALA	37	59	4
ALA Adult Servs Div Newsletter	1	1	145
ALA Bull	3	3	86
ALA Ed Div Newsl	1	1	146
ALA Intel Freed Newsl	1	1	147
Ala Libn	2	2	110
ALA Yrbk	10	19	20
Am Archivist	3	4	77
Am Doc	3	4	78
Am Lib	32	48	6
Americas	1	1	148
Archon Bks	1	1	149
Ariz Libn	1	1	150
Ark Lib	5	6	56
Armadillo Press	2	2	111
ASIS	10	15	27
ASIS Bull	7	11	37
ASLA Pres Newsl	2	2	112
ASLIB for FID	1	1	151
Aslib Proc	1	1	152
Assoc for Asian Std Newsl	1	1	153
Assoc of Coll & Res Lib	1	1	154
Audiovisual Instr	1	1	155
Aust Acad & Res Lib	1	2	136
Aust Lib J	1	4	85
AV Instructn	1	2	137
B.M. Rosenthal	1	1	156
Bay St Libn	1	1	157
Behavioral & Soc Sci Libn	1	1	158
Bibl und Bibliog	1	1	159
Bibliofilia	1	1	160
Bibliog Doc Terminology	1	1	161
Biblioteksbladet	1	1	162
Biblos	1	1	163
Bingley, C	1	1	164
Bkbird	1	1	165
Bklegger	1	1	166
Bklist	1	1	167
Bklist--Cookbook	1	1	168
Bkmark	3	3	87
Bowker	18	41	10
Buch Und Bibl	1	1	169
Bull Doc Bibliog	2	2	113
Butterworths	1	1	170
Calif Lib	11	14	29
Calif Sch Lib	2	4	81
Can J Info Sci	1	1	171
Can Lib J	8	8	46

Carlisle Bks	2	2	114
Catalogue & Index	1	1	172
Cath Lib World	19	21	18
Chhood Ed	1	1	173
Chicago U, Grad Lib Sch	1	1	174
Choice	2	3	99
Coll & Res Lib	31	41	8
Coll of Charleston Lib Asso	1	1	175
Collection Building	4	5	66
Collection Mgmt	4	4	75
Colo Lib	3	3	88
Colorado Acad Lib	2	2	115
Columbia Lib Columns	2	2	116
Columbia U Sch of Lib Serv	5	5	62
Community & Jr Coll J	1	1	176
Dakota Lib Bull	1	1	177
Database	1	1	178
Dekker	5	6	57
Dept of Libnship, Western Mich U	1	1	179
Deutsch	1	1	180
Discussion	1	1	181
Drexel Lib Q	14	18	21
Educ Digest	1	1	182
Education	1	1	183
Emergency Libn	1	1	184
ERIC	7	7	49
Film Lib Q	1	1	185
Fla Lib	1	3	105
Fla Med Q	1	1	186
Fla St U Pr	1	1	187
Focus	5	5	63
Fontes Artis Musical	1	1	188
Foreign Acquistn Newsl	1	1	189
Forest Press	1	1	190
Ga Libn	1	1	191
Gale Res	1	7	53
Gaylord Profes Pub	1	1	192
Gov't Pub R	9	15	28
Greenwood Press	12	15	25
Hartford Hosp Bul	1	1	193
Harvard Lib J	1	1	194
Hawaii Lib Assoc J	1	1	195
Haworth Press	3	3	89
Headway Pub	2	4	82
Health & Rehab Lib Serv	1	1	196
Herald Lib Sci	2	2	117
Hoosier Sch Lib	5	6	58
Horn Bk	3	3	90
IAALD Q Bull	1	1	197
Idaho Lib	4	5	67
IFLA	1	2	138
IFLA J	2	5	73
Ill Lib	12	18	22
Ill Newsletter	1	1	198
Ill U Urbana, Grad Sch Lib Sci	1	1	199

Improving Inst	1	1	200
Ind Media J	3	3	91
Ind St U, Dept of LS	1	1	201
Indexer	3	3	92
Inf Handling Serv	1	2	139
Inf Mgr	1	1	202
Inf Processes & Mgmt	11	17	23
Inf Processing Manual	1	1	203
Inf: Pt 2	3	4	79
Inf: Rept & Bibliog	4	5	68
Info Hotline	1	1	204
Info Stor Retr	2	4	83
Info Tech & Lib	1	1	205
Inst of Gov't Studies, U of CA	1	1	206
Inst of Lib Res, U of CA	1	1	207
Int Cataloguing	1	1	208
Int Lib R	4	4	76
Intell Freedom Newsl	1	1	209
Interface	1	1	210
J Acad Libnship	9	9	41
J ASIS	25	50	5
J Doc	5	6	59
J Educ Libnship	45	65	2
J Lib and Info Sci	1	1	211
J Lib Automation	7	11	38
J Lib Hist	16	28	13
J Lib Info Sci	2	2	118
J of Assoc for Computing Machinery	1	1	212
J of Communication	1	1	213
J of Crime & Delinquency	1	1	214
J of the Ill Assoc for Ed Comm & Te	1	1	215
Jamaica Lib Assoc Bull	1	1	216
JOLA Tech Comm	1	1	217
Kansas Lib Bull	1	1	218
Kenneth Mason Pub	2	2	119
Knowledge Ind Pubs	10	17	24
Knowledge Ind Pubs for ASIS	4	7	52
Ky Lib Assoc Bull	1	1	219
LA	1	1	220
La Lib Assn Bull	3	5	72
La State U Press	1	1	221
LACUNY	1	1	222
Language Arts	2	2	120
LARC Rept	1	1	223
Law Lib J	1	1	224
Leads	3	4	80
Learning Today	1	1	225
Liason	1	1	226
Lib	1	1	227
Lib (London)	1	1	228
Lib Acqisitions R	2	2	121
Lib Acquisitions	2	2	122
Lib Admin & Mgmt Assoc	1	1	229
Lib Assn Rec	3	13	33
Lib Assoc of Austr	1	1	230

Lib Automation	1	1	231
Lib Cong Inf Bull	2	3	100
Lib Cong Q J	1	1	232
Lib J	42	71	1
Lib News Bull	1	1	233
Lib Occurrent	3	3	93
Lib Q	41	62	3
Lib Res	5	8	47
Lib Resources & Tech Serv	20	27	14
Lib Scene	6	9	42
Lib Sch, U of Wisc	1	1	234
Lib Security Newsl	1	1	235
Lib Tech Rept	1	1	236
Lib Trends	27	39	11
Lib W	1	5	74
Liberal Educ	1	1	237
Libri	8	10	40
Libs Unlim	17	22	17
Linnet Bks	1	1	238
LJ/SLJ Previews	1	1	239
Longman's Ltd	1	1	240
Maryland U Sch of Lib Sci	1	1	241
Med Lib Assn Bull	6	12	36
Med Spectrum	1	1	242
Mich Libn	4	5	69
Microcard Ed	2	2	123
Microform R	2	2	124
Minn Lib	2	2	125
Miss Lib	1	1	243
Miss Lib News Q	1	1	244
MLA Bull	4	5	70
MLA Q	2	3	101
Montana Lib	1	1	245
Montol News - Star World	1	1	246
Mountain Plains Lib Q	1	3	106
MPLA Newsl	1	1	247
Music Lib Assoc Notes	1	3	107
N C Lib	1	2	140
N Mex Lib	1	1	248
Nat'l Assoc of 2ndary Sch Principal	1	1	249
Nat'l Lib of Med News	1	1	250
NC Lib	2	2	126
Neal-Schuman Pub	2	2	127
New Lib W	1	3	108
News Notes Calif Lib	2	2	128
Newsl Intel Freedom	1	1	251
NJ Lib	1	1	252
NM Lib Bull	1	1	253
NONE			301
Northwestern Univ Lib	1	1	254
NYLA Bull	5	6	60
Ohio Lib Assn Bull	3	3	94
Ohio U Press	1	1	255
Okla Libn	5	7	51
Online	1	1	256

Online R	1	1	257
Ont Lib R	1	1	258
Org of Amer States, Gen Secretariat	2	2	129
Oryx Press	6	6	55
Pan Am Union	1	1	259
Parents Magazine	1	1	260
Penn Lib Assn Bul	3	3	95
Pentsch Pub	1	7	54
Phaedrus	1	1	261
PLA Newsl	2	2	130
PNLA Q	5	9	43
Popular Music Perios Index	1	1	262
Prairie Schooner	1	1	263
Previews	3	3	96
Princeton U Lib Chron	1	1	264
Proc Tex Lib Assoc	1	1	265
Program	1	1	266
Pub Lib	9	14	31
Pub Lib Q	2	2	131
Publishing Hist	1	1	267
Qly Newsletter, Book Club of CA	1	1	268
R Escola Biblio	1	2	141
Rayline Printing Co	1	1	269
Ref Serv R	1	1	270
Restaurator	1	1	271
Rockefeller Foundation	1	1	272
RQ	27	34	12
S C Libn	2	3	102
SALALM Secretariat, U of Mass Lib	1	1	273
Saul Verlag	5	5	64
Scarecrow	35	47	7
Sch Lib	5	9	44
Sch Lib J	15	21	19
Sch Lib Media Q	5	6	61
Sch Media Q	11	14	30
Schol & Educ	1	1	274
Scott Pub	1	1	275
SE Lib	11	12	34
Seminar Press	1	1	276
Serials Libr	2	3	103
Serials R	1	1	277
Shoe String	9	10	39
Show Me Lib	3	3	97
Sightlines	2	2	132
SLA	1	1	278
Soc Stu of Sci	1	1	279
Sourdough	1	2	142
Southeastern Libn	1	1	280
Sp Lib	19	27	15
Sp Lib Assoc	1	1	281
State of LA,Pub Docs	1	1	282
Stone Hills Area Lib Serv Auth	1	1	283
System Development Corp	1	1	284
Tenn Libn	7	12	35
Tex Lib J	6	7	50

The Hague, Int Fed for Doc	1	1	285
Top News	7	13	32
U Cambridge Computer Lab	1	1	286
U Ill Occas Pap	5	8	48
U Microfilms Intern'l	1	1	287
U of Chicago Press	2	2	133
U of Ill Grad Sch Lib Sci	5	9	45
U of Pitts Grad Sch Lib Inf Sci	2	2	134
U of Tex, Austin	3	3	98
U of Wash, Sch of Libnship	1	1	288
U of Wisc	1	1	289
U of Wisc Lib Sch	1	1	290
Unabashed Libn	5	5	65
Unesco Bull Lib	2	3	104
Unesco J Info Sci	1	1	291
Univ de Puerto Rico	1	1	292
US Ed Office	1	1	293
Utah Lib	2	2	135
Verlog dok Pub	1	1	294
Vocational Guidance Manuals	1	1	295
Water Resources Bull	1	1	296
Wayne St U, Div of L S	1	3	109
Western Mich U Sch of Libnship	1	1	297
Wils Lib Bull	28	41	9
Wilson, H.W.	1	1	298
Wisc Lib Assoc	1	1	299
Wisc Lib Bull	10	27	16
York U, Centre for Cont Ed	1	1	300

APPENDIX E. HEA TITLE II-B LIBRARY CAREER TRAINING PROGRAM, FUNDING HISTORY *

STATE TOTALS FOR FY 66 - 85

STATE	FY 66 - 75 LEVEL	FY 66 - 75 AMOUNT	FY 76 - 80 LEVEL	FY 76 - 80 AMOUNT	FY 81 - 85 LEVEL	FY 81 - 85 AMOUNT	TOTAL - FY 66 - 85 LEVEL	TOTAL - FY 66 - 85 AMOUNT
ALABAMA	6 M	41,040	4 M	25,200	5 M	40,000	15 Master's	106,240
ARIZONA	8 M						26 Master's	
	8 AA	51,510	11 M	69,600	11 M	88,000	8 Associates	211,110
ARKANSAS			2 M	12,600			2 Master's	12,600
CALIFORNIA	148 M						187 Master's	
	141 D						142 Doctoral	
	9 PM		19 M		20 M		9 Post-Master's	
	17 AA	2,447,442	10 AA	161,500	1 D	172,000	27 Associates	2,780,942
COLORADO			11 M		18 M		59 Master's	
	38 M	241,320	4 PM	101,600	6 CW	152,000	10 Post-Master's	494,920
CONNECTICUT					1 PM	12,000	1 Post-Master's	12,000
DISTRICT OF COLUMBIA					9 M		74 Master's	
					5 PM		5 Post-Master's	
					6 AA		6 Associates	
	51 M	319,680	14 M	86,200	4 D	159,000	4 Bachelor's	564,880
FLORIDA	52 M		21 M				80 Master's	
	27 D		2 D		7 M		35 Doctoral	
	35 PM	869,252	9 PM	226,300	6 D	128,000	44 Post-Master's	1,221,852
GEORGIA	88 M	551,820	10 M	62,900	10 M	80,000	108 Master's	694,720
HAWAII	55 M	353,000	3 M	19,200	2 M	16,000	60 Master's	388,200
ILLINOIS	131 M						168 Master's	
	168 D		26 M		11 M		185 Doctoral	
	24 PM		12 D		5 D		33 Post-Master's	
	5 T	2,642,380	5 PM	301,150	4 PM	196,000	5 Traineeships	3,139,530
INDIANA	44 M						71 Master's	
	93 D				10 M		96 Doctoral	
	3 T	1,199,524	17 M	107,200	1 D	92,000	3 Traineeships	1,399,724
IOWA	10 M	62,400			8 M	64,000	18 Master's	126,400
KANSAS	47 M	299,480	2 M	12,400			49 Master's	311,880
KENTUCKY	38 M	241,120	8 M	50,500	4 M	32,000	50 Master's	323,620
LOUISIANA	34 M						47 Master's	
	20 PM	404,470	7 M	45,000	2 M	16,000	20 Post-Master's	465,470
MARYLAND	55 M						81 Master's	
	6 D		15 M				12 Doctoral	
	6 PM	461,560	6 D	142,400	11 M	88,000	6 Post-Master's	691,960
MASSACHUSETTS							78 Master's	
			8 D		6 M		13 Doctoral	
	72 M	459,420	2 PM	80,800	5 D	108,000	2 Post-Master's	648,220
MICHIGAN	121 M						182 Master's	
	72 D		52 M		9 M		99 Doctoral	
	17 PM	1,630,220	19 D	481,900	8 D	168,000	17 Post-Master's	2,280,120

STATE	FY 66 - 75 LEVEL	FY 66 - 75 AMOUNT	FY 76 - 80 LEVEL	FY 76 - 80 AMOUNT	FY 81 - 85 LEVEL	FY 81 - 85 AMOUNT	TOTAL - FY 66 - 85 LEVEL	TOTAL - FY 66 - 85 AMOUNT
MINNESOTA	45 M						65 Master's	
	20 D						20 Doctoral	
	12 PM	588,620					12 Post-Master's	588,620
MISSISSIPPI			15 M		6 M		23 Master's	
	2 M	11,280	10 AA	143,600	2 AA	55,500	12 Associates	212,380
MISSOURI	13 M	81,120	7 M	45,500	12 M	96,000	32 Master's	222,720
NEW JERSEY	53 M				7 M		70 Master's	
	75 C	1,030,690	10 M	63,000	1 D	68,000	76 Doctoral	1,161,690
NEW YORK	212 M						337 Master's	
	103 D		82 M		43 M		115 Doctoral	
	19 PM		6 D		6 D		24 Post-Master's	
	69 T	2,839,284	3 PM	593,200	2 PM	441,150	69 Traineeships	3,873,634
NORTH CAROLINA							91 Master's	
	54 M						3 Doctoral	
	3 D		22 M				3 Post-Master's	
	3 PM	411,620	5 D	142,550	15 M	120,000	5 Bachelor's	674,170
NORTH DAKOTA			7 D	34,750			7 Bachelor's	34,750
OHIO	73 M		28 M		4 M		105 Master's	
	75 D	1,182,786	2 D	192,300	2 D	56,000	79 Doctoral	1,431,086
OKLAHOMA	33 M						41 Master's	
	12 D	311,380	5 M	31,200	3 M	24,000	12 Doctoral	366,580
OREGON	27 M	174,160	2 M	12,600			29 Master's	186,760
PENNSYLVANIA	69 M						115 Master's	
	54 D		31 M		15 M		74 Doctoral	
	12 PM	1,063,589	14 D	310,600	6 D	193,650	12 Post-Master's	1,567,839
SOUTH CAROLINA	3 M	19,920	2 M	12,400	1 M	8,000	6 Master's	40,320
SOUTH DAKOTA	4 M	26,560			1 M	8,000	5 Master's	34,560
TENNESSEE	61 M						87 Master's	
	1 PM	398,650	23 M	145,900	3 M	24,000	1 Post-Master's	568,550
TEXAS	121 M						189 Master's	
	12 D		39 M		29 M		28 Doctoral	
	17 PM	1,054,350	9 D	319,900	7 D	316,000	17 Post-Master's	1,690,250
WASHINGTON	47 M						77 Master's	
	15 D	446,310	21 M	121,600	9 M	66,000	15 Doctoral	634,310
WISCONSIN	54 M		13 M		12 M		79 Master's	
	48 D		6 D		2 D		56 Doctoral	
	22 PM	996,702	1 PM	140,900	1 PM	132,550	24 Post-Master's	1,270,152
	1,869 M		522 M		295 M		2,686 Master's	
	924 D		86 D		50 D		1,058 Doctoral	
	197 PM		74 PM		19 PM		240 Post-Master's	
							53 Associates	

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Institution	Totals For Fiscal Years 66 - 84 No. & Level	Amount	Fiscal Year 85 No. & Level	Amount	Totals For Fiscal Years 66 - 85 No. & Level	Amount
ALABAMA						
Alabama A & M University	11 Master's	$74,240			11 Master's	$74,240
University of Alabama	2 Master's	16,000	2 Master's	16,000	4 Master's	32,000
ARIZONA						
Arizona State University	2 Master's	16,000			2 Master's	16,000
Mesa Community College	4 Associate	26,950			4 Associate	26,950
University of Arizona	22 Master's	152,160	2 Master's	16,000	24 Master's	168,160
ARKANSAS						
University of Arkansas	2 Master's	12,600			2 Master's	12,600
CALIFORNIA						
Calif. State Univ., Fullerton	5 Master's	33,200			5 Master's	33,200
Calif. State Univ., Los Angeles	4 Master's	32,000	1 Master's	8,000	5 Master's	40,000
City College of San Francisco	27 Associate	132,030			27 Associate	132,030
Immaculate Heart College	10 Master's	62,400			10 Master's	62,400
San Jose State University	4 Master's	25,760			4 Master's	25,760
University of California, Berkeley	90 Doctoral 52 Master's	1,167,980	1 Master's	8,000	90 Doctoral 53 Master's	1,175,980
University of California, Los Angeles	9 Post-Master's 68 Master's 1 Doctoral		1 Doctoral 2 Master's	28,000	9 Post-Master's 68 Master's 1 Doctoral	
University of Southern California	51 Doctoral 42 Master's	518,230 765,342			51 Doctoral 42 Master's	546,230 765,342
COLORADO						
University of Denver	10 Post-Master's 59 Master's	494,920			10 Post-Master's 59 Master's	494,920
CONNECTICUT						
Southern Conn. State College	1 Post-Master's	12,000			1 Post-Master's	12,000
DISTRICT OF COLUMBIA						
Catholic University	5 Post-Master's 72 Master's	511,880			5 Post-Master's 72 Master's	511,880
University of D. C.	4 Bachelor's 6 Associate 2 Master's	51,000			4 Bachelor's 6 Associate 2 Master's	51,000

Institution	Totals For Fiscal Years 66 - 84 No. & Level	Amount	Fiscal Year 85 No. & Level	Amount	Totals For Fiscal Years 66 - 85 No. & Level	Amount
FLORIDA						
Florida State University	34 Doctoral 44 Post-Master's 77 Master's	1,191,252	1 Doctoral 1 Master's	20,000	35 Doctoral 44 Post-Master's 78 Master's	1,211,252
University of South Florida	2 Master's	12,600			2 Master's	12,600
GEORGIA						
Atlanta University	62 Master's	399,360	2 Master's	16,000	64 Master's	415,360
Emory University	38 Master's	241,920			38 Master's	241,920
Georgia Inst. of Technology	6 Master's	37,440			6 Master's	37,440
HAWAII						
University of Hawaii	58 Master's	372,200	2 Master's	16,000	60 Master's	388,200
ILLINOIS						
Committee of Inst. Coop.	54 Doctoral	456,160			54 Doctoral	456,160
Northern Illinois University	6 Post-Master's 8 Master's	99,510			6 Post-Master's 8 Master's	99,510
Rosary College	5 Traineeships 39 Master's	281,840			5 Traineeships 39 Master's	281,840
University of Chicago	54 Doctoral 24 Post-Master's 40 Master's	1,007,290	1 Doctoral 3 Master's	36,000	55 Doctoral 24 Post-Master's 43 Master's	1,043,290
University of Illinois	1 Post-Master's 75 Doctoral 77 Master's	1,214,730	2 Post-Master's 1 Doctoral 1 Master's	44,000	3 Post-Master's 76 Doctoral 78 Master's	1,258,730
INDIANA						
Ball State University	11 Master's	73,920			11 Master's	73,920
Indiana State University	7 Master's	41,680			7 Master's	41,680
Indiana University	94 Doctoral 53 Master's	1,261,204			94 Doctoral 53 Master's	1,261,204
Purdue University	3 Traineeships	18,920			3 Traineeships	18,920
IOWA						
University of Iowa	16 Master's	110,400	2 Master's	16,000	18 Master's	126,400
KANSAS						
Kansas St. Teacher's College	49 Master's	311,880			49 Master's	311,880
KENTUCKY						
University of Kentucky	48 Master's	307,620	2 Master's	16,000	50 Master's	323,620

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Institution	Totals For Fiscal Years 66 - 84 No. & Level	Amount	Fiscal Year 85 No. & Level	Amount	Totals For Fiscal Years 66 - 85 No. & Level	Amount
LOUISIANA						
Louisiana State University	20 Post-Master's				20 Post-Master's	
	39 Master's	412,470	1 Master's	8,000	40 Master's	420,470
Southern University	7 Master's	45,000			7 Master's	45,000
MARYLAND						
University of Maryland	6 Post-Master's				6 Post-Master's	
	12 Doctoral				12 Doctoral	
	79 Master's	675,960	2 Master's	16,000	81 Master's	691,960
MASSACHUSETTS						
Simmons College	13 Doctoral				13 Doctoral	
	2 Post-Master's				2 Post-Master's	
	76 Master's	632,220	2 Master's	16,000	78 Master's	648,220
MICHIGAN						
University of Michigan	98 Doctoral		1 Doctoral		99 Doctoral	
	103 Master's	1,606,630	1 Master's	20,000	104 Master's	1,626,630
Wayne State University	5 Post-Master's				5 Post-Master's	
	41 Master's	310,410			41 Master's	310,410
Western Michigan University	12 Post-Master's				12 Post-Master's	
	37 Master's	343,080			37 Master's	343,080
MINNESOTA						
University of Minnesota	12 Post-Master's				12 Post-Master's	
	20 Doctoral				20 Doctoral	
	45 Master's	588,620			45 Master's	588,620
MISSISSIPPI						
Coahoma Junior College	12 Associate	56,500			12 Associate	56,500
University of Mississippi	2 Master's	12,400			2 Master's	12,400
Univ. of Southern Mississippi	20 Master's	135,480	1 Master's	8,000	21 Master's	143,480
MISSOURI						
University of Missouri	30 Master's	206,720	2 Master's	16,000	32 Master's	222,720
NEW JERSEY						
Rutgers University	75 Doctoral		1 Doctoral		76 Doctoral	
	69 Master's	1,141,690	1 Master's	20,000	70 Master's	1,161,690

Institution	Totals For Fiscal Years 66 - 84 No. & Level	Amount	Fiscal Year 85 No. & Level	Amount	Totals For Fiscal Years 66 - 85 No. & Level	Amount
NEW YORK						
Columbia University	102 Doctoral				103 Doctoral	
	19 Post-Master's				19 Post-Master's	
	40 Master's	1,387,042	1 Doctoral	12,000	40 Master's	1,399,042
					1 Post-Master's	
SUNY, Queens College	3 Post-Master's				33 Master's	252,500
	31 Master's	236,500	2 Master's	16,000	24 Master's	163,720
Long Is U - C.W. Post Center	21 Master's	139,720	3 Master's	24,000	44 Master's	278,660
Pratt Institute	44 Master's	278,660			16 Master's	133,480
St. John's University	17 Master's	117,480	2 Master's	16,000	1 Post-Master's	
SUNY at Albany	1 Post-Master's				69 Traineeships	
	69 Traineeships				81 Master's	905,512
	79 Master's	889,512	2 Master's	16,000	1 Post-Master's	
SUNY at Buffalo	6 Doctoral		1 Post-Master's		6 Doctoral	
	30 Master's	248,420	2 Master's	28,000	32 Master's	276,420
SUNY at Geneseo	13 Master's	81,120			13 Master's	81,120
Syracuse University	6 Doctoral				6 Doctoral	
	51 Master's	382,980			51 Master's	382,980
NORTH CAROLINA						
Appalachian State University	7 Master's	49,080			7 Master's	49,080
N. C. Central University	5 Bachelor's				5 Bachelor's	
	39 Master's	270,350	2 Master's	16,000	41 Master's	286,350
University of North Carolina,	3 Post-Master's				3 Post-Master's	
Chapel Hill	3 Doctoral				3 Doctoral	
	31 Master's	255,700			31 Master's	255,700
Univ. of N. C., Greensboro	12 Master's	81,040			12 Master's	81,040
NORTH DAKOTA						
University of North Dakota	7 Bachelor's	34,750			7 Bachelor's	34,750
OHIO						
Case Western Reserve	73 Doctoral				73 Doctoral	
University	38 Master's	938,286			38 Master's	938,286
Kent State University	50 Master's	121,420	1 Master's	8,000	51 Master's	131,420
Ohio State University	6 Doctoral				6 Doctoral	
	1 Master's	76,180			1 Master's	76,180
University of Toledo	17 Master's	85,000			17 Master's	85,000
OKLAHOMA						
University of Oklahoma	12 Doctoral				12 Doctoral	
	41 Master's	144,580			41 Master's	144,580

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Institution	Totals For Fiscal Years 66 - 84 No. & Level	Amount	Fiscal Year 85 No. & Level	Amount	Totals For Fiscal Years 66 - 85 No. & Level	Amount
OREGON						
University of Oregon	29 Master's	186,760			29 Master's	186,760
PENNSYLVANIA						
Drexel University	55 Master's	355,786	2 Master's	16,000	57 Master's	371,786
University of Pittsburgh	12 Post-Master's				12 Post-Master's	
	72 Doctoral		2 Doctoral		74 Doctoral	
	57 Master's	1,164,053	1 Master's	32,000	58 Master's	1,196,053
SOUTH CAROLINA						
University of South Carolina	5 Master's	32,320	1 Master's	8,000	6 Master's	40,320
SOUTH DAKOTA						
University of South Dakota	5 Master's	34,560			5 Master's	34,560
TENNESSEE						
East Tennessee State Univ.	2 Master's	12,480			2 Master's	12,480
University of Tennessee	14 Master's	88,280			14 Master's	88,280
Vanderbilt University	1 Post-Master's				1 Post-Master's	
	69 Master's	445,790	2 Master's	16,000	71 Master's	461,790
TEXAS						
North Texas State University	4 Doctoral				5 Doctoral	
	43 Master's	332,320	1 Doctoral	12,000	43 Master's	344,320
Our Lady of the Lake College	15 Master's	95,800			15 Master's	95,800
Texas Woman's University	10 Doctoral		1 Doctoral		11 Doctoral	
	39 Master's	344,260	2 Master's	28,000	41 Master's	372,260
Univ. of Houston, Clear Lake	1 Master's	8,000	1 Master's	8,000	2 Master's	16,000
University of Texas	12 Doctoral				12 Doctoral	
	17 Post-Master's				17 Post-Master's	
	88 Master's	861,870			88 Master's	861,870
WASHINGTON						
University of Washington	15 Doctoral				15 Doctoral	
	76 Master's	627,310	1 Master's	7,000	77 Master's	634,310

Institution	Totals For Fiscal Years 66 - 84 No. & Level	Amount	Fiscal Year 85 No. & Level	Amount	Totals For Fiscal Years 66 - 85 No. & Level	Amount
WISCONSIN						
University of Wisconsin, Madison	23 Post-Master's				24 Post-Master's	
	56 Doctoral				56 Doctoral	
	46 Master's	1,027,952	1 Post-Master's	12,000	46 Master's	1,039,952
University of Wisconsin, Milwaukee	20 Master's	137,000	2 Master's	16,000	22 Master's	153,000
University of Wisconsin, Oshkosh	11 Master's	77,200			11 Master's	77,200
	16 Bachelor's				16 Bachelor's	
	53 Associate				53 Associate	
	77 Traineeships				77 Traineeships	
	236 Post-Master's		4 Post-Master's		240 Post-Master's	
	1,047 Doctoral		11 Doctoral		1,058 Doctoral	
	2,629 Master's	$29,792,559	57 Master's	$635,000	2,686 Master's	$30,427,559

*Data / Tables provided by U.S. Department of Education, Office of Educational Research and Improvement, Center for Libraries and Education Improvement, Division of Library Programs.

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ANNOTATED BIBLIOGRAPHY

The annotated bibliography was prepared following a search of the literature for relevant material. The broad topic of Graduate Education in Library and Information Science was covered, with particular attention to:

-Fellowships in Library and Information Science

-Minority Representation in the Profession

-Minorities and Women Represented in Administrative Positions

-Government Support of Library and Information Science Education

Most of the research material centered on sociological studies. Where the literature covered government financial support for library education, and title IIB Fellowships, the material found was predominantly annual cumulative progress reports.

In the process of the compilation the following sources were searched:

1. Library Literature, 1968-1983.
2. Monthly Catalog of U.S. Government Publications _____, 1968-June 1976 (manual search).
3. _____, July 1976-1983 (online, Dialog File #66).
4. Library and Information Science Abstracts (online, Dialog File #61).

In addition to the above sources, the bibliographies appended to the dissertations listed in the bibliography were

checked.

The ERIC database (Dialog File #1) was selectively searched for purposes of cross-checking.

BIBLIOGRAPHY

Bishop, Sarah G. "Higher Education Act,Title II-B Library Research and Demonstration Program". The Bowker Annual of Library and Book Trade Information, 1982. 27th ed. (Bowker,1982).pp.233-7.

Description of the Library Research and Demonstration Program. On July 20, 1980 new regulations were published for the program. Changes have been made in the purpose of the program, which has been expanded to include the promotion of economic and efficient information delivery and of cooperative efforts related to librarianship, the support of developmental projects, and the improvement of information technology. The grant regulations also expand program eligibility to include profit-making agencies, organizations, and institutions. Provides a description of project funded or completed in 1981.

Blankensnip, W.C. "Head Librarians: How many men? How many women?" College and Research Libraries 28 (January,1967) :42-48.

In an effort to determine whether or not there are significant differences between the number and kinds of libraries directed by men and those headed by women, questionnaires were sent to 600 head librarians of American Colleges. A total of 414 responded. The study found that there were numerous opportunities for administrative men and women in the field of librarianship. He found that men were more likely to head publicaly supported facilities and those with large enrollments.

Women tended to be head librarians of small private colleges and changed jobs less often than men. However, the women surveyed seemed to be extremely capable of getting funding for their libraries. The study found that most men attained their administrative positions at an earlier age than the women did.

Branyan, Brenda May. (Ph.D.dissertation) Southern Illinois University at Carbondale, 1978. 380 p. Outstanding Women who Promoted the Concept of the Unified School Library and Audiovisual Programs, 1950 through 1975.

The focus of this investigation was to identify the women in the school library or audiovisual fields who, within the period 1950 through 1975, advocated the merger of print and audiovisual materials and their associated services into an integrated service center which became known as the school media center.

Braunagel, Judith Schiek. (Ph.D. dissertation) The Florida State University, 1975. 209p. Job Mobility as Related to Career Progression of Female Academic Librarians in the South.

The focus of this investigation was on the effects of job mobility upon the salary and position levels of female academic librarians in the South. Trends in mobility and career progression for women were compared to those for men, to determine the significance of variations in patterns of mobility on the salary and position attainment of each: The population surveyed consisted of 1,964 male and female professional librarians employed in academic libraries in nine southern states. From this population a random sample of 530 librarians was selected to receive a mail questionnaire. Usable questionnaires were returned by 462, or 87.6 percent, of the librarians contacted.

The methodology and procedures used in this study were designed to gather three types of data: demographic, the respondents' history of mobility, and career progression. Demography was based on the person's sex, marital status, age, number of children, and job experience. Mobility was based in terms of actual and past job movement as well as the propensity to move/relocate. Career progression was measured by salary and position level.

The hypotheses that were tested included the following:

1. Male librarians are more mobile than married and formerly married librarians.
2. Single females are more mobile than married or formerly married librarians.
3. Males show a greater propensity to relocate.
4. Single females are more willing to relocate.
5. There is a direct correlation between the propensity to move and salary level.
6. There is a direct correlation between propensity to move and higher position level.
7. Moves made for career purposes will provide greater salary gains than a move made for family reasons.
8. Females take more time off from work than men.

The results of this study indicate that overall mobility patterns, including actual job movement, propensity to move, motivations for job moves, and career interruptions, cannot account for salary or position differences between men and women. First, the actual job movement of men and women was found to be similar. Secondly, while differences were demonstrated between males and females in terms of

propensity to move, motivations for job moves, and career interruptions further analysis demonstrated that none of these aspects of mobility could be held responsible for the extent of variations in salary and position level between men and women. Additional research is needed to identify other variables, such as education, which may influence the career progression of female librarians.

Braunagel, Judith Schiek. "Job Mobility of men and women librarians and how it affects career advancement."American Libraries 10 (December,1979):643-647.

This is an update of the author's 1975 doctoral dissertation. Her study indicated no significant difference in the average rate of job changes between men and women, and no significant differences in distributions of mobility rates between sexes.

According to the author, these results contradict previous research results on librarians' mobility. The conflict emanates from differing definitions of job mobility. In her study, mobility was defined in terms of career-long trends rather than as a short-term variable. Respondents were asked to list total years of professional work experience, as well as the number of libraries in which they had worked. The ratio between years of experience and number of employers yielded an average for the frequency of job moves. The author points out that men and women changed jobs with similar frequency, but significant differences were found in their reasons. Ninety-four percent of the men had left a prior position for their current one for career-related reasons: a better salary and/or position, to continue their

education, or as a result of job dissatisfaction. Only 75% of the women cited career reasons as the motivation behind their last job shift; the remaining 25% cited personal or family reasons. These included a spouse's relocation, personal health, health of family members, better geographic location, and a general category labeled "other marital and family reasons". Women moved four times more often than men for these reasons (25% compared to 6%).

This article clearly states that neither frequency of job change nor motivations that prompt them can be held responsible for the position and salary gap between men and women.

Chute, A. "Higher Education Act, Title II-B. Library Research and Demonstration Program." The Bowker Annual of Library and Book Trade Information, 1981. 26th ed. (Bowker,1981) pp.184-188.

Projects highlighted in the article include projects funded in 1980 and also others of note that were completed in 1980.

Cohen, David. "Ethnicity in Librarianship:Imperatives of Library Training Programs for Minority Groups." Catholic Library World 51 (March,1980):342-6.

The author deplores the fact that a resolution supporting the rationale of ethnicity in librarianship was rejected by the White House Conference on Libraries and Information Services on November 19,1979. He explains the concept of ethnicity and its logical relationship to librarianship: (1). the concept of ethnicity has replaced the myth of the melting pot in a multicultural society; (2). Librarianship is closely related to ethnicity in that it intends to serve all the people in the community and so must find ways to reach all ethnic groups in the library orbit; (3). the American Library Association has actively committed itself and its resources to a coordinated

action program against racism and sexism. Mr. Cohen states that course content emphasizing intercultural communications is essential in today's librarianship curriculum. He describes the programs for minority Fellows and Institutes for school, college and public libraries at the Queens College Graduate School of Library and Information Studies and includes the text of the 'Resolution on Ethnicity in Librarianship' as well as a model legislation proposed to fill the need of serving ethnic groups through library services.

Conen, David et.al. Ethnicity in Library Schools:Guidelines and Curricular Models.,1978, 31p.(ERIC) ED.220106.

This overview of the treatment of ethnic minorities in the curricula of library schools includes a brief review of research on sexism, racism, and library services for minority groups; a discussion of library school programs for minority students; and an examination of contemporary library school course content in which courses covering topics related to library services for etnnic groups are listed. Special contemporary problems related to training librarians for services to minority groups are considered, and a set of general guidelines for multiethnic education are discussed with regard to current library education practices.

In a recent survey of 58 American Library Schools, 30 had no indication of community outreach programs. Eleven had courses that specifically dealt with ethnic services while eighteen had services for ethnic and other groups.

Several factors were considered to be detrimental to

furtnering this cause. The present state of the economy and the depressed job market have made it very difficult to maintain and implement course work on this topic. The solution advocated by this paper is to integrate ethnic literacy into the regular curriculum. A system of three levels of ethnic studies was proposed. The first or foundation level would incorporate ethnic awareness in the core courses. The second level would involve tnis awareness in elective courses and integrate ethnic services into the bibliographies of various disciplines. The third level would be for those wishing to specialize in ethnic librarianship - the outreach librarian.

A detailed curricular model for library services to ethnic groups is then presented in which the nature of an integrated library curriculum is defined and 13 separate ethnic curriculum components are described, with objectives, techniques, and outcomes outlined for each.

Conen, David. Narrative Evaluation Report on the Institute for:Ethnicity and Librarianship. Flushing, N.Y.,Queens Coll. Library Science Dept. Jul 1975 135p. (Based on Proceedings of Institute on Ethnicity and Librarianship Queens College,CUNY, New York, N.Y. July 7-25,1975.)

Sponsoring Agency: Office of Education (DHEW),Washington,D.C.)

This library training institute examines the concept of etnnicity in its relation to librarianship, and deals with the major ethnic groups in addition to the traditional minorities. Sharp differences are noted among the various groups that attended the three-week intensive institute.

The participants included 7 males and 25 females from major as well as the most prominent minority ethnic groups.

The program consisted of field trips, movies and lectures from as many as 33 consultants. For the most part, the trips were enlightening but were not followed by any meaningful discussion. The consultants (33 compared to 32 participants) were excellent but made themselves unavailable for discussion.

The overall conclusions of the conference were as follows: The issue of ethnicity is complex and needs further exploration; The issues dealt with could not be examined fully in the three weeks alloted for this seminar; ethnic heritage must be explored as a prelude to improving library services; sensitivity must be pursued in a systematic fashion to avoid exacerbating confrontations; provisions must be made for the library profession to learn the facts and ambience of ethnicity by formal and informal avenues of education..

While it is felt that the evaluation of materials and the design of services to the community require considerable input from librarians with related ethnic backgrounds, it is generally agreed tnat the professional librarian has considerable responsibility for collection building and programming in tune with tne ethnic composition of the community. A consensus concerning the need for annual institutes to cope with the complex problems of minority groups as potential library patrons is noted, along with an equal consensus that for the future, there should be greater emphasis placed upon using the materials more effectively, especially in a white suburban setting. One of the major conclusions was that ethnicity is a complex concept that needs further exploration especially in relation to

professionals working in academic and public libraries.

DeLoach, Marva. The Higher Education Act Of 1965. Title II-B: The Fellowships/Traineeships for Training in Library and Information Science Program: Its Impact on Minority Recruitment in Library and Information Science Education.(Ph.D. dissertation) University of Pittsburgh,1980. 335p.

The focus of the study is the impact of Title II-B on minority, black in particular, recruitment in graduate library and information science schools.

"Prior to 1970 little attention had been directed toward a concerted effort to recruit minority students into the information professions. When the federal government mandated that HEA Title II-B funds be utilized to equalize opportunities for minorities, library and information science schools made a commitment, however perfunctory, to recruiting minorities. While proponents of Title II-B lauded the success of the program, much of the controversy regarding the program's effectiveness continued. Because no evaluation of the Fellowships Program relative to minority recruitment had been attempted, there was a lack of needed information. Until the program could be evaluated, the question of the programs relative worth remained unresolved. In light of such confusion, an assessment of the program was long overdue."(p.220)

Problems were encountered in evaluating the program: "Some of these problems were inherent in the use of program evaluation; others were unique to the one-group-pretest-posttest design. Still others were presented by the use of cross-sectional data. The specific data collection problems were fourfold: accuracy of data involving methodological considerations, missing data, errors in usage, and incompatibility of data from different

sources. These constraints do not negate the study's findings. Some facts may perhaps be altered or supplemented in the future or interpreted differently, but any theory dealing with the status of minorities in library and information science education must either build upon these data or present more persuasive evidence than one can find at present." (pp.221-222).

"The major conclusion drawn from this study was that there is a paucity of information on the recruitment and utilization of minorities in the library and information professions. While the literature indicates a slow, gradual increase in the numbers of minorities trained and employed at the professional level, progress was minimal and did not approach the availability of members of minorities who might choose information professions as careers." (p.222) The study goes on to state that there is a definite indication that minorities remain underrepresented.

> "Before 1970, minorities received only 7 percent of the Title II-B fellowships and represented 10 per cent of library and information science school enrollments. By 1978, minorities received approximately 80 per cent of the fellowships and comprised approximately 10-12 per cent of the professional workforce. The best data on the total number of graduates were reported by Meyers and Dickinson in 1978 and indicated that blacks were 5.2 per cent of the 1975 graduates; Hispanics, 5.3 per cent of the graduate population; Native Americans, .2 per cent; and Asian Americans represented 1 per cent of the graduates in 1975,USOE and OLPR data suggested definite correlations

between the availability of Title II-B fellowships and the number of minority graduates". (p.223).

The study adds that Blacks tended to receive the majority of fellowships and subsequently the majority of degrees, while the Native Americans received the least in both categories. (p.225).

Drennan, H. T. "Higher Education Act, Title II-B, Library Research and Demonstration Program." The Bowker Annual of Library and Book Trade Information, 1980. 25th ed. (Bowker, 1980). pp.232-8.

Recommends The Directory of Library Research and Demonstrations Projects, 1966-1975 (1978) as providing a summary perspective on the progress and implications of research and demonstration projects conducted in the past 10 years under the Higher Education Act,. Title II-B. Discusses Lawrence Papier's conceptual framework that grouped Library and Information Science objectives, as a means of illustrating selectively a program's response to Library needs as proposed by the Library research community and as determined for the program by federal administrators. A major concept followed by the Research and Demonstration Program is the promotion of research and design in experimental activities that assemble the Knowledge resources of communities and organizations into more effective patterns of service. Emphasis is also given to special target groups that can be described as underemployed, undereducated, culturally or geographically isolated groups who have been poorly served in the past. Discusses programs illustrative of such concepts.

"Equalization is the Keyword of New Higher Education Act

Title II-B." Library Journal, 95 November 1, 1970, p.3716+.

Title II-B of the Higher Education Act, which heretofore has been largely serving to pay for fellowships in Library science, will be used, as of 1971, to fund projects aimed at developing equalization of opportunity for employment in librarianship by Blacks, Indians, Mexican-Americans, and other disadvantaged persons. The eleven types of programs and projects which will be considered for funding are listed.

Fennell, Janice Clinedinst. A Career Profile of Women Directors of the Largest Academic Libraries in the United States: An Analysis and Description of Determinant - (Ph. D. dissertation). The Florida State University, 1978. 221pp.

The primary purpose of this study was to develop a composite picture of the woman director of the largest academic libraries in the United States by examining the career patterns followed by these women, by investigating the positive and negative factors which may have influenced their career achievement experience The general objectives of the investigation were to analyze the career roles of these women by examining their personal, educational, and professional backgrounds, and to comprehend the nature of suggested support mechanisms which may assist other women in attaining administrative positions.

The investigator identifies the following traits and qualities as most important for women who aspire to top administrative positions: (1) a knowledge of business administration practices; (2) knowledge of state and institutional politics; (3) intelligence and a good academic record; (4) an attitude of professionalism; (5) ambition; (6) outgoing personality; (7) a sense of humor; (8) toughness; (9) ability to work with people; and (10) mobility.

Her suggestions for young women who possess administrative aspirations are: (1) work hard; (2) get an advanced degree; (3) be mobile; (4) choose your job for the person with whom you will be working rather than for other reasons such as pay, prestige, benefits or community; (5) get broad experience; (6) be lucky.

Although the respondents in the study did not consciously

plan their careers but attribute their present position to "being the right person at the right place at the right time." such haphazard career planning is not presently conducive to acquiring one's ultimate goal. A person can no longer rely upon luck but must follow the suggestions given by the woman directors. They are: (1) work hard; (2) get an advanced degree: (3) be mobile; (4) choose your superior as carefully as you choose your job; (5) get broad job experience; and (6) be lucky.

Glover, Denise Marie. A Study of the Relationship between Academic Institutional Commitment to Minority Studies Programs and Minority Studies Libraries or Collections. (Ph.D. dissertation). The University of Michigan, 1982. 256p.

In the late 1960's, predominantly white academic institutions responded to minority students' demands by establishing Black, Native, Hispanic and Asian American studies programs, and in some cases, separate minority studies collections.

This study examined the relationship between college and university commitment to minority studies programs and separate minority studies collections.

Main conclusions are that : (1) over half of minority studies programs, similar to collections that support them were black; the remaining programs and collections were Hispanic, Native American and Asian, respectively, (2) financial commitment variables were better predictors of existence of minority studies collections than were institutional characteristics variables. (3) minority studies collections varied greatly in strength of resources, staff and services, and

(4) academic libraries generally did not maintain records regarding the number of volumes and amount of money spent on minority materials although they may have had substantial minority collections.

Heim, Kathleen M. and Leigh S. Eastabrook. Career Profiles and Sex Discrimination in the Library Profession, Chicago, ALA, 1983, 82p.

The purpose of this study was to provide data for evaluating the status of women in librarianship. According to the authors, individual studies had shown a disproportionate number of men in administrative positions in libraries and a significant difference between male and female librarians' salaries. There had also been studies on individual factors such as mobility as a means of explaining these salary and status inequities. No study existed at that time which studied the relationship of sex to status and salary, and a range of personal, demographic, and career patterns. This study sought to fill this gap in research.

The findings in this research support and expand those of other studies that have identified significant differences between the treatment of men and women in the library profession. Evidence suggests that salary discrimination for women exists even when one allows for the personal, career, and professional variations that contribute to salary differences. Women's personal lives appear to be more limiting, with a greater proportion of women than men reporting limits to mobility and job leaves for pregnancy, childcare, or family moves. Women are also less likely to have taken an advanced degree.

An analysis of employment patterns, acording to this study,

shows that women tend to hold proportionally fewer adminstrative positions than men. There is also some segregation by type of library, with almost half the men employed in academic situations. Men are also more likely to have had different jobs in different organizations. Professional activities are engaged in at a much higher rate by men in ALA. At both the national and state/regional level, men are more likely to be officeholders. Publishing and other research activities are more actively pursued by men in the association than by women. Opportunities for engaging in such work appear to be more available to men than to women.

Holmstrom, E. I and E. El-Khawas. "An Overview of the First Four Years of the Title II-B Fellowship Program." College and Research Libraries News. 32 (May 1971):205-16.

Data was collected from fifty-six LIS institutions participating in the Title II-B program in order to evaluate the first four years of the program. The results clearly indicated that the deans of the participating institutions viewed the program favorably and that the program was seen as contributing highly to the quality and the quantity of students graduating from the LIS institutions.

"Institutes for Training in Librarianship. Summer 1969 and Academic Year 1969-70, Higher Education Act of 1965, Title II-B." School Libraries, 18 (Spring, 1969) 65-70.

Consists of an announcement of institutes for training in librarianship to be held in the summer of 1969 and the academic year 1969-70. The program is intended to upgrade and update the

competencies of persons engaged in librarianship, or possessing a degree in library science. The Higher Education Act of 1965, Title II-B authorized such institutes for a program of education designed to offer opportunities for an intensive training experience.

Irvine, Betty Jo. Female and Male Administrators in Academic Research Libraries: Individual and Institutional Variables Influencing the Attainment of Top Administrative Positions. (Ph.D. dissertation). Indiana university, 1982, 287p.

The purpose of this study was to determine if the disproportionately small number of women in adminsitrative positions in research libraries could be significantly associated with differential demographic and career characteristics of men and women and with differential characteristics of the institutions in which they held senior positions. The result of the study showed that there were fewer demographic and career differences by sex than expected.

Institutional variables did not exhibit any patterns which might characterize an institutional climate more or less receptive to female than to male administrators. Female library administrators were significantly younger than men, less likely to be married, had acquired fewer degrees beyond the master's degree in library science, and published less than men. Salient career differences by sex were related primarily to the number of years and posts in administration, internal recruitment patterns for women, number of position applications and offers, middle-management experience, and the presence of role models. Men had held more posts and had worked in administration for more years than women. Women were more likely than men to be recuited

internally.

However, prior to becoming administrators, women had worked for a longer period of time at the middle management level than men. During their tenure as administrators, women were more likely than men to assume a position which had previously been defined by a female role model.

Janaske, P.C. "Higher Education Act of 1965, Title II-B." The Bowker Annual of Library and Trade Information. Bowker, 1970. pp.102-111.

Description of Title II-B program and its implementation for the fiscal year 1969. This is the first report to appear in Bowker Annual.

For the academic year 1969-1970, a total of 592 fellowships were awarded to 56 library and information science programs. Fellowships were first offered for the academic year 1966-1967 and a four-year summary of the fellowships offered is provided in a table.

This was the second year of operation of the institutes program under the Higher Education Act of 1965.

A list of institutes for FY 1969 and a list of institutions that received fellowship grants are provided.

Janaske, P. C. "Higher Education Act of 1965, title II-B - Library Education". The Bowker Annual of Library and Book Trade Information. Bowker, 1971. pp.141-148.

Library Education program authorized under the Higher Education Act of 1965 is described. Includes report of implementation for FY1970.

For the academic year 1970-1971, a total of 386 fellowships were awarded to 48 library and information science programs.

Tables providing a three-year review of the institute program, five-year review of the fellowship program and a list of institutions that received the fellowship grants are provided. NOTE: For implementation reports for the years following see Stevens, Frank A.

Josey, E. J. and K. E. Peeples, ed. Opportunities for Minorities in Librarianship. New Jersey: Scarecrow Press, 1977. 201p.

It is a collection of 20 essays arranged in six parts and almost equally divided under topics on Native Americans, Chicanos, Afro-Americans, Puerto Ricans, Asian Americans and Minority Library Specialists. Each part is further divided into chapters on specific types of libraries and this results in uneven coverage and some repetition.

In the introduction, in pointing out the need for improved participation of minorities in the nation's graduate programs the editors state, "the availability of some fellowships under Title II-B of the Higher Education Act provided the opportunity for library schools to recruit minority students. This came about largely because the United States Office of Education put a high priority on the recruitment of minorities. Because of the limited funding available for this program, and the lack of funding of minority library scholarship programs generally, there is still the need for a program of vigorous recruitment of minorities."

The book is geared to young minority group members who have few models to influence them in their career choices. The aim of the book is to stimulate their thinking to consider a career in librarianship.

Lamkin, B. E. "Toward a Federal Strategy in Library Training." American Libraries 2. (May 1971): 496-9.

A discussion of the objectives of the Bureau of Libraries and Educational Technology of the Bureau of Education by its Associate Commissioner. Emphasizes the need for the federal government and the educational community to work together to improve the administration of the educational system and insure that the system become more responsive to the needs of the poor and the illiterate. He deplores the fact that (1) the fellowship program as it exists primarily benefits the white male, and (2) the job market of most II-B fellows is the university, leaving other major areas of public service, the school and public library, with less than their fair share of such trained people.

Leavitt, Eleanor Sosnow. A Study of Four Career Patterns and Associatd Life History Characteristics Among Female Professional Librarians. (Ph. D. dissertation). New York University, 1970. 189p.

This study sought to determine the extent to which selected self-reported life history characteristics, including background and current life situation variables are associated with four distinct "female career patterns" previously identified by vocational development researchers.

Conceptual foundations for this study were found in the literature of theory and research in vocational development in general and specifically in vocational development of women beyond late adolescence. Consideration of the previous research indicated the need to study variables associatsd with career

patterns among women at approximately the same level of education and within the same occupation.

A sample of 118 employed female professional librarians from seven metropolitan areas throughout the United States was investigated. Eighty-nine per cent of the subjects had pursued graduate training in Library Science, and 79% had earned the Master of Library Science degree. A Career History Questionnaire and a structured interview developed for this study were employed to obtain information about the life history characteristics and the career patterns.

Analysis of the work histories revealed all subjects could be classified into one of four career patterns.

Moran, Barbara Burns. Career Progression of Male and Female Academic Library Administrators. (Ph. D. dissertation.) State University of New York at Buffalo, 1982. 173p.

The study examined the career progression of a group of academic library administrators over a period of 10 years and attempted to identify the factors associated with success in attaining a directorship in an academic library. Specifically, the study sought to test whether certain professional and personal characteristics that had been thought to be associated with success in becoming a library director were determinants of success for the individuals in the study and whether these determinants of success were the same for both males and females.

A survey was mailed to every individual who had been either an assistant or an associate library director in a four-year college or university during the 1969-1970 academic year and for

whom a current address could be located. The items on the questionnaire fell into three major categories. The first group of questions asked about the progression of the individual's career in librarianship, the second group of questions concerned professional qualifications such as highest degree, number of publications, and activity in professional organizations. and the third group of questions gathered information on personal characteristics such as age, marital status, and number of children. The survey was returned by 320 individuals providing a 72% response rate.

There was no statistically significant association found between the professional qualifications and a directorship for females while an association existed between these characteristics and a directorship for males. There was also no relationship found between the personal characteristics and a directorship for females. However, married males with children were more often found as directors than unmarried, childless males. The only factor associated with becoming a director for females was remaining in the same library. These differences between males and females were consistent across all types of academic libraries studied.

It is not possible from the results of this study to assess the effects of sexual discrimination as an overall factor in career progression. However, the point is made that the females in the population seemed to be disadvantaged in relation to their male peers. The point is also made that two career progression patterns have existed in academic librarianship. The first pattern, typical of the males, required the acquisition of

professional credentials and geographic relocations to achieve a directorship. The second pattern was typical of the females whose likeliest chance of attaining a directorship was found in internal promotions and rising through the ranks in one institution.

Mussmann, Victoria Kline. Women and the Founding of Social Libraries in California, 1859-1910. (Ph. D. dissertation.) University of California, 1982.

The purpose of this study was to determine the number, type, and geographic distribution of social libraries founded by women in California between 1859 and 1910, and to examine the expressed goals of the women who founded libraries to determine whether and to what extent they sought to influence moral values and control social behavior by establishing libraries.

The study concluded that women led the social library movement in California. By establishing libraries California women succeeded in influencing moral values and social behavior and enlarged the domestic sphere to include the world outside the home. The success of the social libraries convinced local governments to establish the first tax supported free public libraries.

Papier, L. S. "Higher Education Act, Title II-B Library Research and Demonstration Program." Bowker Annual of Library and Book Trade Information, 1977. 22nd ed. (Bowker, 1977) pp.1925.

Description of the Library Research and Demonstration program authorized under Title IIB and its implementation during FY1977. 19 projects were funded during the year, a list of which is appended.

Papier, L.S. "Higher Education Act, Title II-B, Library Research and Demonstration Program." The Bowker Annual of Library and Book Trade Information, 1978. 23rd ed. (Bowker, 1978) pp.53-6.

Description of the Library Research and Demonstration Program authorized under Title IIB and its implementation during FY1977. During the fiscal year, 18 projects were funded. A list of the projects is included.

Papier, L.S. "Higher Education Act, Title II-B Library Research and Demonstration Program." The Bowker Annual of Library and Book Trade Information, 1979. 24th ed. (Bowker, 1979) pp.160-3.

Description of the Library Research and Demonstration Program for the fiscal year 1978. A total of 17 projects were funded during the year and a list is supplied.

Reed, S. R. "Federally Funded Training for Librarianship." Library Trends 24 (July 1975):85-100.

A report on the impact of selected federally funded programs for education in Librarianship up to December, 1974, focusing primarily on the origins of the National Defense Education Act (NDEA) and Higher Education Act (HEA) Title II-B programs, and indicating the contribution such programs have made to professional education for Librarianship in the United States. The report deals with: (1) the school library institutes funded under NDEA Title XI-(2) the programs funded under HEA Title IIB- (3) the Medical Library Assistance Act training programs, and (4) several other federally funded programs which have included opportunities for the support of library education programs.

The article suggests that federally funded programs have provided educational experiences which have benefited participants, stimulated the faculty members involved, provided

employers with personnel who at least possess the potential for competency and have made a positive impact on the quality of education for librarianship.

Reeling, Patricia Ann. Undergraduate Female Students as Potential Recruits to the Library Profession. (Ph. D. dissertation) Columbia University, 1969. 256p.

The primary focus of the study was to evaluate the relative effectiveness of selected library recruitment activities in stimulating undergraduate female students to consider a career in librarianship and to identify those factors that have influenced such students in such a decision.

According to the study students were deterred from library careers primarily because of the negative image they had of librarians whom they frequently confused with clerical workers. The students were, for the most part, untouched by any library recruitment publicity, nor could the vast majority of them recall any librarian ever having tried to interest them in librarianship as a possible future career choice.

Rhodes, Lelia Gaston. A Critical Analysis of the Career Backgrounds of Selected Black Female Librarians . (Ph. D. Dissertation.) Florida State University, 1975. Abstract, 251p.

This study is concerned with black women who have risen in the field as top level administrators. Fifteen black female librarians who hold or held top administrative positions in various types of libraries were selected.

With the application of the oral history technique (tape recorded interviews), the writer's primary concern was to capture first hand the reflection of these black female librarians who

witnessed and participated in more than five decades of traumas of segregation, but who in spite of, or because of, each in her own right rose to positions of dignity. The writer traveled to St. Petersburg, Fla.; New York City; Chicago, Ill.; Wash., D.C.; and to Jackson, Miss., to interview thirteen of the respondents. Findings of this investigation are:

1. A large majority of the respondents were born and educated in the South.
2. The median age is 64.
3. They emerged from middle class black families.
4. The majority of the parents were educated with teaching as the major occupation.
5. They attended private institutions for their undergraduate education. Most of them attended Negro private prestigious institutions during the 1930's.
6. They pursued the liberal arts curricula with most of them majoring in English and History.
7. Holders of the doctorate degree have more similarities than differences in socioeconomic and educational background. They all had excellent contact with giants in the field of librarianship. There was a variety of experience in job mobility.
8. Librarianship was not the primary career choice.
9. The majority of the respondents experienced some physical and psychological barrier while pursuing their education, and during the course of their careers. Most of the respondents' careers' experiences were in black communities.

One respondent had more than a combined total of 20 years of distinguished service with UNESCO and the United Nations.

The respondents have a combined total of more than 400 years of service in the field of librarianship.

This study provides a basis for a more definitive study on black librarians in the U.S.

Sharp, Laura M. and others. Overview of the Library Fellowship Program. Washington, D.C., Bureau of Social Science Research, Inc. July 1970. (Microfiche). ED043361.

The findings of a study of the Title II-B Program of the Higher Education Act of 1965 are summarized.

Questionnaires were sent to the 56 institutions. Most responded except in cases where state law prohibited the disclosure of such information. Over 50% of the deans said their criteria for selection of the fellows was basically the same as that for any other award. Student grades, references, career objectives and student interviews were the deciding factors. In most cases, financial need was not part of the criteria.

The study showed that most candidates for masters degrees were women in their mid twenties and unmarried. The post masters candidates were women in their mid to late thirties and married. The doctoral candidates were mostly men, in their thirties and married. Less than 10% of the students were non white.

In the years studied, 1966-69, there were few withdrawals from the program. In fact, Library Science fellows tended to complete their degrees at a faster rate than other graduate students in other programs. It was found too that most people who complete post masters and doctoral degrees went into university library work while those completing masters degrees were more varied in their choice of work. It was found too that the post masters and doctoral candidates program simply trained people already in the field while the masters program brought people in from other areas.

The overall conclusions were that the Title II-B program was successful and particularly beneficial to university libraries

while the masters program helped attract many new and talented people to the field.

This study was summarized in an article by F. I. Holmstrom and E. El-Khawas in College and Research Libraries, May, 1971 pp.205-16.

Sherrill, Laurence Lester. The Affective Responses of Ethnic Minority Readers to Indigenous Ghetto Literature: A Measurement. (Ph. D. dissertation.) University of Wisconsin, 1972. 156p.

The focus of the study was to measure the affective reading responses of ghetto dwelling ethnic minority adults to samples of indigenous ghetto literature. The underlying objective of the study was to investigate cultural factors that libraries, especially public libraries, might consider in promoting reading among disadvantaged ethnic minority adults.

The findings of the research provided evidence that cultural factors were significant determinants of the intensity of the affective responses to the literature they read as also the process by which they evaluated and interpreted the literature they read. The study suggests that libraries should give consideration to culture in their selection of materials and in their services to disadvantaged ethnic minorities.

Sukienik, Adelaide Reno Weir. Training Women Library School Students For Greater Career Achievement. (Ph. D. dissertation.) University of Pittsburgh, 1978. 185p. Abstract.

This study hypothesized that women library school students who participate in a special program based on assertive training will show a statistically significant increase in their scores on tests that measure their assertiveness, their attitudes toward

feminism, and their attitudes toward librarianship as a career.

The hypothesis was tested in an experimental group/control group design. The population consisted of a structured sample of female students enrolled in a master's degree program in library science. Three instruments designed to measure assertiveness, attitudes toward feminism, and attitudes toward librarianship were administered to both the experimental and control groups at the beginning and at the conclusion of the training program in which the experimental group participated. This program used standard assertiveness training techniques and emphasized feminist issues in the library profession.

The findings were positive and the expected increase in assertive behavior was achieved. Although this experiment utilized a female sample, no inference should be drawn that the outcome of this study applies only to women students.

Limitations of the study were discussed, including problems with sample size and selection, the difficulties in attempting attitude change at all, even over longer periods of time, the relatively short time of the training period, and the inability to predict whether the increase in assertiveness would endure permanently after the training. Based on the results of this study, recommendations are made regarding use of a model training format in library education, further research of a similar nature, and additional related research concerning librarians and librarianship.

Stevens, F. A. "Higher Education Act, Title II-B, Library Education." The Bowker Annual of Library and Book Trade Information, 1974. 19th ed. (Bowker, 1974). pp.149-55.

Description and administration of Title II-B of the Higher

Education Act of 1965. Grants were awarded consistent with the statutory mandate of the Education Amendments of 1972 that at least 50% of any Title II-B library training appropriation be used for fellowships or traineeships.

The re-directed focus of the Institute program such as the attraction of the minority or the economically disadvantaged person continued to be in effect.

For the academic year 1973-1974, a total of 201 fellowships and traineeships were awarded to 39 library and information science programs.

Lists of institutions that received fellowship grants and tables reviewing the fellowship and institute programs are supplied.

Stevens, F. A. "Higher Education Act, Title II-B, Library Education." Bowker Annual of Library and Book Trade Information, 1975. 20th ed. (Bowker, 1975). pp.142-6.

Description of Title II-B in FY1974. The Title II-B Training Program Regulations were revised, primarily for the purpose of establishing explicitly the evaluation criteria and the corresponding point scoring system governing the selection and rejection of proposals. Discusses the Library Education Fellowship/Traineeship Program. Includes a table representing a nine-year review of the program. Discusses the Institute program and its continued redirection. Includes a table providing a summary of the institute program since its inception in FY1968.

For the academic year 1974-1975, a total of 200 fellowships and traineeships were awarded to 50 library and information

science programs.

Summary of fellowship and institute programs are given in tables and a list of institutions that received fellowships are provided.

Stevens, F. A. "Higher Education Act, Title II-B, Library Education." The Bowker Annual of Library and Book Trade Information, 1977. 22nd ed. (Bowker, 1977), p.188-92.

Describes the Library Education program authorized under the Higher Education Act of 1965 and discusses the implementation of the Fellowship and Institutes programs for the fiscal year 1976.

For the academic year 1976-1977, a total of 51 fellowships were awarded to 12 library and information science programs.

Summary tables relative to fellowship and institute programs and a list of institutions that received fellowship grants are included.

Stevens, F. A. and H. A. Carl. "Higher Education Act, Title II-B: Library Education." The Bowker Annual of Library and Book Trade Information, 1976. 21st ed. (Bowker, 1976). pp.166-70.

Description and reports of implementation of the Library Education program under the Higher Education Act of 1965 for FY1975. The revised Training Program Regulations, which took effect in 1974, continued to be in force.

Eighteen of the twenty seven doctoral fellowships awarded went to a consortium of six Ph.D. degree-granting library schools in the midwest for the specific purpose of recruiting and training minority group librarians with the potential for leadership, educational, supervisory, and administrative roles.

For the academic year 1975-1976, a total of 127 fellowships

were awarded to twenty two library and information science programs.

Fellowship and Institute program summary tables and a list of institutions that received fellowship grants are provided.

Stevens, F. A. and F. Y. Hicks. "Higher Education Act of 1965, Title II-B:Library Education." The Bowker Annual of Library and Book Trade Information 1972. (Bowker, 1972). pp.227-33.

Describes the Library Education program as authorized under the Higher Education Act of 1965. For the academic year 1971-72, a total of 122 fellowships were awarded. Fiscal year 1972 will be the final year of the fellowship program and grant awards will be made only for final renewals of continuing fellowships.

The article also discusses the redirection of the institute program during the fiscal year 1971 to improve library service to minority disadvantaged persons and to attract such persons into the Library and information science field. Includes a table representing a four-year review of the Institute program and also a listing of the Institutes for FY1971.

For the academic year 1971-72, a total of 122 fellowships were awarded to 19 library and information science programs.

A list of institutes for FY1971 - 1972 and tables reviewing Fellowship and Institute programs are given.

Note: For the implementation reports for the years 1969 and 1970 see Janaski, F. C. "Higher Education Act of 1965...Bowker Annual, 1970 and 1971 respectively.

Stevens, F. A. and F. Y. Hicks, "Higher Education Act of 1965, Title II-B:Library Education." The Bowker Annual of Library and Book Trade Information,1973. (Bowker,1973). pp.373-7.

A description of the Library Education program under the Higher Education Act of 1965 and a report for FY1972. Grants were awarded to provide continuing fellowships only at doctoral and post-master's level. Although the reduction level of fellowship grant awards represents the phasing-out period of the fellowship program, the Education Amendments of 1972 stipulate that at least 50% of any annual appropriation for Title II-B must be used for fellowships or traineeships.

In accordance with the redirection of the institute program established in 1971, the same priorities were maintained in FY1972. In other words, training of minority and/or disadvantaged persons, improvement of library service to minority and/or disadvantaged persons and such other critical training needs remain the focus.

For the academic year 1972-1973, a total of 42 fellowships were awarded to 14 library and information science programs. Includes tables and partial list of institutes.

Stevens, F. A. and B. Norwood, "Higher Education Act, Title II-B:Library Education." The Bowker Annual of Library and Book Trade Information, 1978. 23rd ed. (Bowker,1978). pp.144-52.

Describes Title II-B (Library Training) of the Higher Education Act of 1965 and reports for FY1977. Key factors given substantial consideration in the review process were the extent to which the fellowship program award would increase opportunities for minority groups and/or economically disadvantaged persons to enter the library profession and the extent to which the fellowship program award could prepare

librarians to work more responsively with the disadvanted and develop viable alternatives to traditional library service patterns.

For the academic year 1977-1978, a total of 160 fellowships and traineesnips were awarded to 37 library and information science programs.

Besides the fellowship and Institute program summary tables, a list of institutions that received fellowship grants as also the list of Institutes for fiscal year under review is given.

Stevens, F. A. and B. Norwood, "Higher Education Act, Title II-B:Library Education." The Bowker Annual of Library and Book Trade Information, 1979. 24th ed. (Bowker, 1979). pp.151-60.

Describes Title II-B (Library Training) of the Higher Education Act of 1965 including the Institute program for FY1978. For the academic year 1978-1979, a total of 88 fellowships were awarded. Includes tables listing fellowships and Institute program enrollment data.

For the academic year 1978-1979, a total of 188 fellowships and traineesnips were awarded to 33 library and information sciene programs.

Fellowship and institute program summary tables, list of institutes that received fellowship grants and a list of institute programs are included.

Stevens, T. A. and B. Norwood. "Higher Education Act, Title II-B:Library Education." The Bowker Annual of Library and Book Trade Information, 1980. 25th ed. (Bowker, 1980). pp.223-232.

Description of Title II-B (Library Training) of the Higher Education Act, 1965 which covers the Fellowship and Traineeship

program. For the academic year 1979-1980, a total of 162 fellowsnips and traineesnips were awarded to 36 library and information science programs.

The usual 4 tables providing fellowship and institute program summaries and list of fellowship grant recipient institutions and institute programs are given.

Stevens, F. A. and J. Owens, "Higher Education Act, Title II-B:Library Education." The Bowker Annual of Library and Book Trade Information, 1981. 26th ed. (Bowker, 1981). pp. 179-83.

Description of Title II-B (Library Training) program authorized under the Higher Education Act of 1965.

On October 3, 1980 Title II-B was reauthorized by the Education Amendments of 1980 with no major changes other than to introduce a new program goal - "New Techniques of Information Transfer and Communication Technology."

Thirty-two library and information science programs received 101 fellowship and traineeship awards.

Fellowship and training institute program summaries are given in tables and a list of fellowship recipient institutions is provided.

Stevens, F. A. and J. Owens "Higher Education Act,Title II-B:Library Career Training." The Bowker Annual of Library and Book Trade Information, 1982. 27th ed. (Bowker, 1982). pp.228-33.

Describes Library career training program of the Higher Education Act of 1965, and its implementation for FY1981. Includes discussion of program redirection including the elimination of some priorities and the careful definition of program objectives to include emphasis on information

acquisition and transfer, and communication technology.

34 library and information science programs received 79 fellowship and traineeship awards.

Tables providing summaries of fellowship and training institute programs and a list of institutions that received fellowship grants are included.

Totten, H.L. "A Survey and Evaluation of Minority Programs in Selected Graduate Library Schools." Journal of Education for Librarianship 18 (Summer 1977):18-34.

Surveys the minority programs in selected graduate library schools in the United States in order to assist schools in setting up their own programs. The survey was concerned with:

(1) how well the particular program met its stated goals;
(2) problems encountered in implementing the program;
(3) sources of funding;
(4) responsibility of the sponsors of the program;
(5) placement problems involved;
(6) type of programs chosen; and, successes and problems encountered by each type.

The Library Schools surveyed were those given federal funds for 1973-74 under Title II-B.

This survey has shown that those library schools which did not institute separate programs for minority students were notably more successful than those which did. However, the factors of feeling positive about library school correlate with having a somewhat different program from other students with similar interests. It would, therefore, seem that the most successful program would have one or two classes relevant to the special interests and needs of minority students as electives, together with the regular classes of the curriculum.

The survey concluded there were three essentials to any successful minority student program:

(1) the availability of financial assistance;
(2) the inclusion of minority students in the regular program of the library school; and
(3) the commitment of the administrator, students, and faculty to the program.

Tuttle, Helen W. "Women in Academic Libraries." Library Journal 96 (September 1, 1971):2594-2596.

This article written in the early 1970's reflects the

growing awareness on the part of women involved in academic librarianship of the existence of discrimination in terms of equal pay and professional advancement. Ms. Tuttle cites an article by Anita Schiller which calls women involved in library work the "Disadvantaged Majority." There is a ratio of four women to every five employees, women receiving on the average $1500 less for the same job as her male counterpart. Most of the top positions in the large institutions do go to men. The result of the Schiller salary survey is that it is difficult to refute discrimination charges and provides a point of reference for future measurement of the problem. Ms. Tuttle has her own criteria for assisting women interested in correcting the problem. Women must change their own attitudes before those of others can be changed. She points out that men are equally victimized by placing women in inferior positions. Men too, find it impossible to cope with unfair male sterotypes brought about by sexist attitudes. Women should start to take their jobs as seriously as men do. All too often, women ignore their own professional advancement in favor of their husbands' careers. Clean up the language and rid it of the inconsistencies that suggest that women are inferior she says, and encourage women to be responsible professionals in their careers.

Vole, M. R. "Trends in Federal Library Training Programs for Service to the disadvantaged." Library Trends 20 (October 1971):463-71.

The concern here is whether the library profession is capable of providing a meaningful response to the disadvantaged. The National Advisory Commission on Libraries in a report in 1968

issued a challenge to the library profession, library educators and library funding sources to provide adequate trained personnel for changing demands of librariansnip including services to the disadvantaged. This article sums up the federal government response.

The theme of improving service to the disadvantaged, both by educating those who work with the disadvantaged and by providing opportunities for the employment of the disadvantaged themselves in libraries, has been a priority of the Office of Education's total library program philosophy in general since the mid-1960's.

With the passage of the Higher Education Act of 1965, (HEA), a new opportunity was afforded the library profession. The library training portion of Title II-B of that act provided for graduate fellowships and institutes. This discretionary grant program made institutions of higher education, both ALA-accredited and non-ALA-accredited, the applicants and recipients of funds for all library education programs.

From its beginning in 1966, the library fellowship program under the library training portion of Title II-B of HEA encouraged library schools to seek minority students.

In 1967-68 the former NDEA school library institute program ended, and USOE implemented the library institute program under HEA II-B for upgrading and expanding the skills of persons employed as librarians.

Beginning in 1971 part of the federal funds under HEA II-B that had been allocated to graduate library fellowships since 1966 were diverted to support institutes, which were thought to

be a more responsive training format for the USOE's priority training needs.

In fiscal year 1971 Office of Education priorities stressed equalization of educational opportunity, educational reform, and service to the disadvantaged. The Office of Education's library training program response was to move away from the traditional library training practices and toward broader training concepts and the development of training models. This meant not only professional training stressing service to the disadvantaged but also models for training other supportive personnel, particularly training of ethnic and racial minority persons and disadvantaged persons in general.

Directors and participants in HEA II-B institutes on improving service to the disadvantaged have been found to be most enthusiastic about the success of their educational exposure. Since the start of the institute program, attention has been given to improving service to the disadvantaged - whether black, Chicano, American Indian, or rural poor. Institutes on service to the disadvantaged have been experimental and generally have included speakers from other disciplines who work with or are from the disadvantaged. The institute results seem to indicate librarians can have an impact on providing improved service to the disadvantaged.

Weibel, Kathleen et. al. The Role of Women in Librarianship 1876 - 1976: The Entry, Advancement, and Struggle for Equalization in One Profession. Ariz.: Oryx Press, 1979. 510p.

It contains an anthology of 44 articles from British and American sources and a comprehensive annotated bibliography in

Chronological order. In the introduction the editors summarize the content of the anthology entries and profiles a concise overview of the status of women in the profession.

The anthology articles are arranged in five historical periods:

1876-1900 Emergence of an Organized Profession

1901-1921 The Move Toward Suffrage

1922-1940 Between the Wars

1941-1965 World War II and After

1966-1976 The Second Feminist Movement

The bibliography has its own introduction and has separate author, subject and title indexes. It is international in scope and focuses on materials from English speaking countries.

It is a sourcebook that reveals the impact of women on the profession and "documents the continuing struggle of women within that profession to achieve full opportunity and recognition."

U.S. Higher Education Act of 1965 and Related Statutes. Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Committee on Education and Labor, House of Representatives. May 1979. 211p.

Provisions of the Higher Education Act of 1965 are presented in this committee print. The following parts of the legislation are detailed: Title I. Community service and continuing education programs; Title II. College library assistance and library training and research; Title III. Administering developing institutions; Title IV. Student assistance; Title V. Teacher Corps and teacher training programs; Title VI. Financial assistance for the improvement of undergraduate instruction; Title VII. Construction, reconstruction and renovation of academic facilities; Title VIII. Cooperative education; Title

IX. Graduate Programs; Title X. Establishment and expansion of community colleges; Title XI. Law school clinical experience programs; and Title XII. General provisions. The Indian Higher Education Programs, Navajo Community College Act and the Tribally Controlled Community College Assistance Act of 1978 are also outlined.

The purpose of this act is to improve the lives of most Americans through a program of improved educational programs and services. Federal aid in the form of subsidies would be channeled through educational institutions to develop new programs while providing for "Resource material sharing." This technique allows for program upgrading through better use of existing materials and resources.

The money allocated for this program will systematically be divided among the states by population. However, the states must meet certain requirements before they can be eligible for this aid.

On the national level, The National Advisory Council on Extension and Continuing Education appointed by the president shall review all programs submitted to it and make recommendations and file annual reports.

Title two of the law provides for college library assistance and training. A certain denomination is available for the acquisition of books and materials. Further aid in this area can be obtained by filing supplemental grant applications. On the training level a program of scholarships and fellowships would be available through the educational institution. Such college or

university would be required to advise the state of its activities on a regular basis.

Title three provides assistance to those colleges that are struggling for survival. A developing institution is described as one that admits students on a regular basis for a degree. The institution must maintain its accreditation and be legally qualified to confer degrees. They must also have a greater financial dependency upon these funds, hence struggling for survival.

Title four incorporates a student assistance and student loan program. Assistance will be provided to those who can exemplify exceptional need and can qualify for full time attendance. Loans on the other hand are available to a large segment of the student populace. All participating lenders would be insured by the commissioner.

Title five establishes an Advisory Commission on Teacher preparation. The Teacher Corps which was established by title five would recruit and train prospective teachers, allowing them two years in the field under guidance of a professional. The Teacher Corps would pay the trainee's salary until the two year period ended. Part C of title five established a progam of fellowships and scholarships for prospective teachers.

Title six aims at improving classroom instruction through grants for equipment and supplies. Any rejection of an application received under title six could be contested in the US Court of Appeals in your proper circuit.

Some of the remaining titles deal with technical and corrective amendments.

AUTHOR'S NOTE

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